

## American diary

### April for ED

Shirley Hufstetler is still a secretary without a department. Although four months have elapsed since President Carter chose her to be America's first Education Secretary, the legislation that Congress passed last year to create the new Education Department of Education has not yet been passed. The latest word from Mrs. Hufstetler is that the department will officially come into being by the end of April.

The important choice that she made several weeks ago was the department's acronym. This presented a ticklish problem. Under normal Washington practice, DOD would be correct; however, it had already been applied to President Carter's other bureaucratic creation, the Department of Energy. DED was a strong contender, but Mrs. Hufstetler rejected that because of its slightly ambiguous title. Other suggestions—DE, DUE, Dofed—were ruled out because they were too confusing, and in the end she decided to turn the name round and call it EDE.

Under more serious choices, such as the men and women to fill many of the senior jobs in ED, are still being made. Mrs. Hufstetler is said to have offered the position of Under-Secretary of Education—Jury Duty—to Steven Altman, formerly Commissioner of Public Welfare for Massachusetts and currently Associate Director of the Cleveland Foundation. The White House will probably have announced his appointment by the time this diary is printed.

Thomas Minter (no relation of Steven), Deputy Commissioner for Elementary and Secondary Education in the US Office of Education, which will form the core of the new department, is expected to take the equivalent job in ED and become Assistant Secretary for Elementary and Secondary Education. And Albert Bowker, who recently announced his resignation as Chancellor of the University of California, Berkeley, is in line to be Assistant Secretary for Postsecondary Education.

One Assistant Secretary was chosen back in January: Mr. Carpenter is to be Assistant Secretary for Public Affairs. This news brought frissons of excitement to Washingtonians who were here in the 1960s, for Mr. Carpenter resigned in the White House as Press Secretary and Staff Director to Lady Bird Johnson from 1963-69 and became one of the best known and most colourful characters in town.



The first Education Secretary, Shirley Hufstetler, with President Carter.

She was constantly sparring playfully with the press and with President Lyndon Johnson—frequently claiming that she ran the White House when he wasn't looking.

The imaginative decision to bring Mr. Carpenter back from Texas to run ED's public relations and press office is sure to keep the department in the public eye. She believes education will be "the big story of the 80s," and if she stays around her prediction may come true. Judy Powell, President Carter's Press Secretary, said jokingly: "I told her (Mrs. Hufstetler) you shouldn't get a press secretary who is better known than you are. But Shirley said that didn't bother her."

### Needing space

Her paper is books as though the establishment of ED should be a fairly simple operation. After all, no new programmes are being created. It is just a matter of reorganizing the education division from the Department of Health, Education, and Welfare (HEW), adding seven relatively minor programmes from other federal agencies, and giving the whole lot a new sense of identity. In practice the bureaucratic reorganization is complex and thus consuming, because an entirely new administrative structure has to be designed and implemented.

Inconvenient arrangements that were tolerated before education attained its new elevated status are no longer acceptable. The dignity of the department is affronted by having its employees scattered in various buildings across Washington. Even its headquarters has to be shared with the National Aeronautics and Space Administration. NASA administrator Robert Frosch is said to have the best office in the building (which is known as PGB 6) and he will not move out for Mrs. Hufstetler even if she is in the building and he is not. Delicate negotiations are necessary to sort out at least some of the mess.

Then there is the problem of the HEW civil servants who spend part of their time dealing with education and part on health and welfare. Mrs. Hufstetler's transition staff have apparently been fighting a fierce bureaucratic battle to get their fair share of HEW lawyers and auditors because the people who will be running the Department of Health and Human Services—as the remnants of HEW will be known after the separation—tried to keep almost all of them.

The transition arrangements are in the hands of a quite different team of officials from the assistant secretaries who will be running ED after it gets started. The transition chief is Richard Healt, former General Counsel at HEW, and he has been coordinating at least 25 separate task forces which are in charge of different parts of the reorganization.

Shirley Hufstetler herself has not yet emerged as a great leader. She is very intelligent, with a bright, smiling manner and obviously a deep, genuine interest in education. Her remarks in public and private reflect good liberal attitudes and a belief that government action can play a major role in improving American education. But when it comes to specific issues, she seems unwilling to take a strong, clear stand. Two other her statements sound over-generalized and/or pitifully naive.

These deficiencies are not surprising. Indeed they were almost inevitable, given Mrs. Hufstetler's background. She is a lawyer in California, rising to become a judge on the United States Court of Appeals in Los Angeles. Despite a "lifelong interest in education," and her involvement with three academic institutions as a trustee, Mrs. Hufstetler has no direct professional experience in education (or politics). She herself admitted that during her first few months in office, she would have much to learn, and it is clear that her education still continues.

## TES Literary Competition No 1

Competition No 1. Set by Seilly. Not all of these competitions will be an educational theme but I think it inappropriate for the first one. What would some of our famous novelists have thought of the present-day educational scene? You are invited to write an extract from a Jane Austen, Dickens or Keats novel in any aspect of the 1980 educational scene. Limit (strict) 100 words.

Entries to "TES Literary Competition". The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1N 8EZ, by March 14 1980.

The interesting question is whether she will be in the job long enough to finish learning. As soon as President Carter chose Mrs. Hufstetler as Education Secretary, there were many predictions that he would later nominate her to the United States Supreme Court, when a vacancy occurred—and that could well be in 1980, as at least one of the nine justices is in poor health and likely to retire soon. Nobody has happened to date to discredit the speculation.

## Welcome committee

The best way to teach children about childbirth is for them to be present when a baby is born. That is the theme of a new book, "The Birth of a Family", which is being published by the National Childbirth Trust. It is a book for parents, not for teachers.

An increasing number of American hospitals are coming to terms with the movement by setting up birthing rooms, or "nesting rooms", as they are called. Essentially, they reproduce the atmosphere of a home birth, with the added assurance that all the resources of modern medical technology will be at hand if anything goes wrong.

Expectant mothers are encouraged to bring their children into the birthing room to watch the delivery of a new brother or sister. Their father will be present too, at the birth, and he will be able to hold the baby. Even family friends may be invited. About a hundred hospitals in the United States are thought to admit children to births.

Of course traditionalists frown on the practice, saying that the slight and smug of delivery, and if all goes well, can be traumatic for young children. The counter argument is that it is a valuable learning experience for them—as long as their parents take care to explain and soothe any shock that happens, so they are fully prepared.

According to a survey of 40 children who saw siblings being born at San Francisco's Mount Zion Hospital, reported recently in the *Journal of Pediatrics*, none showed great distress. This particular movement is said to have started in California, of course.

## Banning Blubber

A wave of supposedly "realistic" children's books is sweeping the United States, leading some to make the unenviable choice of

whether or not to ban them. The interesting question is whether she will be in the job long enough to finish learning. As soon as President Carter chose Mrs. Hufstetler as Education Secretary, there were many predictions that he would later nominate her to the United States Supreme Court, when a vacancy occurred—and that could well be in 1980, as at least one of the nine justices is in poor health and likely to retire soon. Nobody has happened to date to discredit the speculation.

This week Montgomery County (which covers a wide area of suburban Washington, including the Potomac River) has banned all school libraries. A ban on all school libraries. A ban on all school libraries. A ban on all school libraries.

The county schools superintendent directed that Blubber should be used in class under the supervision of a teacher. He banned two other children's books, *The Boy Who Swam with Piranhas* and *The Boy Who Swam with Piranhas*.

Ironically, the Montgomery County Public Libraries have just decided to order their first hundred copies of *Blubber*. According to the report in charge of buying children's books for the libraries, Blubber has an appeal and doesn't do any harm. I have great faith that it will figure out what it is all about without having a lesson spelled out.

Clive Cook

## Next week

- Colin Wolland: the need to satisfy Shakespeare in schools.
- Feding away? Colin Walker believes that the school is now an endangered species, in need of radical protection.
- Lingo: Edward Bligher argues that the foreigner's use of English words can be a nuisance.
- Books: James Cameron on *Blubber*, Paul Johnson on *Blubber*.
- Andrew Davies reviews the week's television.

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## THE TIMES

# Educational Supplement

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## Pay study ends in confusion

Teachers and employers were shown the first results of the comparability study on teachers' pay this week (Details page 3). The raw data, if used by the Clegg Commission, would give big rises to some teachers and cuts to others. The margin of error, however, is as high as 45 per cent. Stephen Cohen reports.

## Some staff would lose money

The second stage of the Clegg comparability study on teachers' pay ended in confusion. Desperate to bring order to the chaotic state of the pay scale, the Education Commission has decided to make some cuts in the rank order of jobs drawn up by the study.

These are the six surveys for teachers, the percentage changes and what those changes would do to the median salary for each group (for details, see page 3). Survey number one is based on the rank order of jobs drawn up by the study. The salaries of other workers who were two or three places above and below the teachers' positions in the rank order were compared with what teachers actually earned.

Survey number two used the same method but excluded occupations in the public sector from comparisons. The Government has asked Professor Clegg to rule out Civil Servants and local authority staff from the exercise because of fears that they would "bump up" teachers' pay.

The third survey compared teachers with executives in the United Kingdom. Number four used the National Management Salary Survey—Renunciation in the United Kingdom—prepared by the British Institute of Management. Numbers five and six looked at the Civil Service and local authority staff from the exercise because of fears that they would "bump up" teachers' pay.

The results for further education teachers are particularly gloomy. In England and Wales, the changes in salaries implied by the survey are given in the table on page 3. Professor Clegg has put a figure on the value of teachers' pensions. He proposes to deduct 15 per cent from his final recommendations because the pensions are reckoned to be more generous than those in other occupations.

He also told the unions that his final report might point out the need for separate primary and secondary pay scales if the evidence led him in that direction. He said this week that he had not suggested and did not propose to suggest separate scales. An spokesman said the paper submitted to Professor Clegg (in which the absence of separate scales was pointed out) was a factual document. "It is up to the people to whom it was submitted to draw their own conclusions," he said. Employers want closer look; page 7.

## The enthusiasm for Clegg

Davidson, general secretary of the college teachers' union, said this week that if the Clegg Commission came within a million miles of recommending a pay rise, he would take great pleasure in it. "We would be delighted," he said. "We would be delighted," he said. "We would be delighted," he said.

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Members of the NUS marching through London last week.

## Publicity hides low recruitment figures, Labour man says

## Pupils' union 'in state of collapse'

by Sarah Bayliss

The National Union of School Students, which last week organized seven days of action, is in a state of collapse and could have as few as 1,000 members, according to Mr. Andy Bevan, national youth organizer of the Labour Party. The union's national committee, said, executive is now controlled by the Socialist Workers' Party.

Figures that Mr. Bevan obtained from the school students' three months ago show that membership has dropped from about 15,000 in 1976 to 5,000 last year. Names listed on this year's national register number less than 1,000.

Hardy Desal, aged 16, who was at school in Fitchley, North London, until he was elected chairman of the NUS last July, this week agreed the figures were officially correct but said allegations of collapse were "complete rubbish".

He said the Labour Party's Young Socialists wanted to capitalize on the union's reputation for its organization. Many supporters of NUS had not sent in their membership forms with the 20p annual budget.

subscription. Thirteen members of the union's 17-strong national committee had themselves "forgotten" to fill in the membership forms, he said.

Hardy Desal, a member of the SWP's youth movement, Red Rebel, said his union had staged a "revival" in the last few weeks. "We have a new lease of life," he said. "We have a new lease of life," he said. "We have a new lease of life," he said.

Hardy, who wants to study for a level history and economics at college next year, agreed that the weak of action had attracted less support than expected. Only 70 pupils turned up for a march through London against the education cuts, although the union had predicted 1,000 would attend.

Hardy is one of four national organizers involved in the SWP. The others are Danny Ashton, aged 16, Eric Lored, aged 18, and Richard Rozanski. They are paid £30 a week from the NUS budget.

He said the NUS finances would be in "dire straits" by next year because of the amount they were spending now. Last year the NUS, which supported the NUS when it was first set up in 1972, wrote off a debt of £7,000 owed by the school students' union.

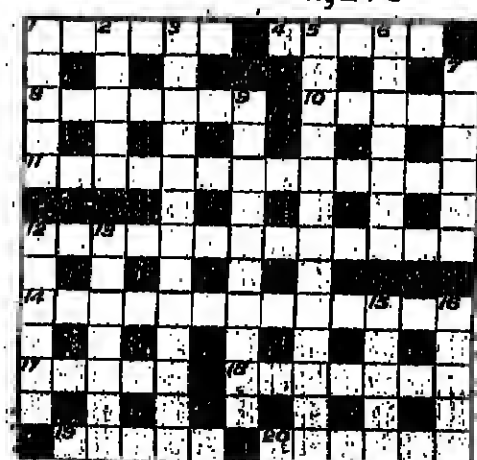
The NUS said at a block grant of £2.25m from the DfES this year. The union's management was now "strictly limited". This, combined with the differences in policies, has created an extremely strained relationship between the two organizations.

Last weekend Hardy Desal and his colleagues chaired a Red Rebel conference at the Central London Polytechnic. About a hundred 12 to 18-year-olds turned up for lessons in revolution and classroom disruption.

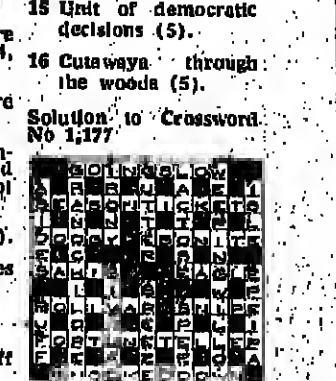
An advertisement publicizing the conference in the SWP newspaper read: "Find out what a revolution will be like; how the state and the police control our lives; how we could control our lives; what sex means to us."

continued on page 3

## Crossword No 1,178



- Across
- 1 To lift — steel crown (6)
  - 4 Colour of the old village (5)
  - 8 A nice drink for a water lily (7)
  - 10 The weather man's 19 Book of lies? (5)
  - 11 President Giscard d'Estaing's (6)
  - 12 Phred by one who is with it (13)
- Down
- 2 Concerning Eden's lady (5)
  - 3 His squaddies take to flight without retreating (4, 9)
  - 5 Brainwashed again, back to square 1 (13)
  - 6 Abstract matter (7)
  - 7 Accessories for faculty outpouring (6)
  - 12 English forefathers could have been on the square (6)
  - 13 A prayer for the tax lion (7)
  - 14 Current where there is bimetallic (4, 5, 6)
  - 15 Unit of democratic decisions (5)
  - 16 Cuts ways through the woods (5)



## Bridge

Today's first hand, a collector's item, came from a country weekend. I was South, partnering my elderly hostess, when she dealt the following:

West cashed the top top Diamonds and Iuffed the third. The Spades and Iuffed the third. The Spades and Iuffed the third. The Spades and Iuffed the third.

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Mr Mark Carlisle's decision last week not to allow the London borough of Bexley to unceremoniously comprehensively school was difficult and brave. He allowed advice on educational considerations to prevail in the end, but before he did so he had to balance several conflicting Conservative beliefs.

On the one hand there was local opinion, including the voice of the parents. On the other there was a Conservative-controlled local authority which thought that it could depend on the support of its own government on this matter, and whose education committee were bitter at what they felt to be a betrayal (page 3).

Conservative rhetoric has often led one to believe that parental opinion and a Tory line on selective education could be assumed to be one and the same thing. In this case they were demonstrably not, and Mr Carlisle cannot have found it easy to balance Conservative promises on local control (no matter what Mr Heseltine may be doing) and party ideology.

He said that he was particularly swayed by the strength of support for the existing split-site comprehensive from the great majority of teachers and governors (and these last were presumably controlled by a Conservative majority) and the petition he had received signed by 12,000 people. He was also concerned about the quality of education that the proposed secondary modern would be able to offer once the grammar school had been hived off.

It may be that Bexley education committee and their leader, Mr Brian Sams, reacted with such shocked horror because they believed that they had genuinely been misled by promises made in Opposition. But in fact Mr Mark Carlisle was wise enough to say in an interview with this paper when he was first appointed as education spokesman in November 1978 that he was not in favour of going



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## Tory party faithful with scrambled egg on their faces

back to selection where it had been abolished, in spite of his declared intention to repeal the 1976 Act: "You can't start scrambling eggs and then stop."

So what pointer does his Erith decision give to answers on the other Section 13 notices sitting in his in-tray?

Birmingham have offered another invitation to unceremoniously in the case of Sutton Coldfield Girls' School, which they want to turn back from a comprehensive into a grammar school. In a clear case of the old game of local election roulette, the Conservative majority in Birmingham reckoned that it had got its Section 13 notices out just in time for the Education Secretary to rush approval through before the May elections, when it is widely believed that the Tories will lose control. However, notice for objection did not expire until the beginning of March, it would be normal for the Secretary of

State to take at least two months for consideration and, given his views on unscrunching, there seems to be no reason why he should agonize unduly about coming to a quick decision before a new local education committee has the chance to withdraw the notice.

Tameside and Highbury Grove will be very, very much more difficult. The very names send an emotive frisson down any Minister's spine. Tameside L.O., firmly Labour since a landslide victory when the rest of the country was going Tory, has resubmitted the same plan for 11-16 comprehensives and sixth form colleges that was once approved by Mr Fred Mulley as Education Secretary, before the ins and outs of local politics sent a Conservative Tameside to victory in the High Courts and brought back selection at the eleventh hour.

The building alterations for comprehen-

sives and sixth form colleges were under way at the time and are completed. It is a method of organization approved at the recommended in principle by the In recent speeches as a solution dealing with falling rolls promised a Tameside delegation will make his decision on educational grounds, and they have log for it by every post since mission went in at the beginning year. However, supporters of education in Tameside have position believed to come signatures, and Mr Carlisle pressed by the weight of public demonstrated by the bill. Could that count more than expressed in two local election election fought specifically on and won handsomely by (Donald Thorpe, leader of Mulley rebels, lost both his local council by-election seat).

The threat to Highbury Grove ILEA propose to merge with boys' school on the Highbury in order to plan for the numbers in the falling rolls, particularly delicate to heads of the association with Dr R. the junior education minister projected it as the very model of standards. And yet ILEA line with the Government's proposing amalgamations in the school's own grounds, can then economic grounds. Can then a cent demand for more than a sex boys' school in the area? ministerial decision to have a Grove strictly alone there as an otherwise rational plan?

In this case it is not unscrunching and there is away from the fact that he have to make a political educational decision.

NEWS



Transport charge fight goes on—see page 5.

## Tired peers struggle through 19 clauses

by Biddy Passmore

Tuesday's all-night sitting in the Lords of the Education Bill ended at 7.05 am with a vote that the school meals clauses should stay in the Bill.

During a single night, exhausted peers covered clauses 3 to 22 which ranged across school governing bodies, admissions and appeals procedures, the handicapped, assisted places, industrial scholarships and meals.

Many of the noble Lords felt that their time could have been better spent. "This Bill has absolutely nothing to do with schools," the venerable Lord Shilwell was heard to mutter, a view which is shared by several eminent Tories, notably Lord Butler. But Lord Shilwell sat up all night none the less.

The real excitement was reserved for two subjects: the Assisted Places Scheme and the exclusion of handicapped children from the school choice and appeals procedures of the Bill. Both were

passed but only after much heated debate.

Lord Stewart of Fulham, speaking for the Opposition, condemned the Assisted Places Scheme as "socially divisive". Lord Simon, the Liberal spokesman, called the scheme "deplorable". Speaking for the Government, Lady Young argued that the scheme would not be a rival to the state system. It had not been possible to keep the Direct Grant schools, she said; the Assisted Places Scheme was the best alternative. It restored the principle of the Direct Grant in a more equitable way, incorporating the ideas of both academic excellence and a link between the independent and maintained sectors. The clause was approved by 109 votes to 55.

Many peers spoke in support of an amendment to delete Clause 9 from the Bill, which excludes special schools from the provisions of the procedure. Lord Valley said that the Bill by a single innocuous clause represented "discrimination of the most gross and unacceptable form".

It would happen to salaries if Clegg used the pay data from six surveys. Percentage changes in brackets (see report page 1).

| Teachers: England and Wales    |             |             |             |             |             |          |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|----------|
|                                | Survey 1    | Survey 2    | Survey 3    | Survey 4    | Survey 5    | Survey 6 |
| Primary                        | 7,404       | 9,300       | 9,800       | 8,575       | 9,064       | —        |
|                                | (25.6)      | (32.4)      | (15.6)      | (22.4)      | (24.1)      | —        |
| Secondary                      | 10,287      | 19,375      | 15,000      | 11,670      | 13,416      | —        |
|                                | (49.5)      | (45.8)      | (12.9)      | (24.7)      | (34.6)      | —        |
| Head Primary                   | 6,234       | 6,688       | 8,744       | 8,094       | 8,652       | —        |
|                                | (39.4)      | (48.3)      | (25.9)      | (22.9)      | (24.1)      | —        |
| Head Secondary                 | 8,151       | 9,468       | 10,132      | 9,453       | 9,453       | —        |
|                                | (16.3)      | (16.4)      | (24.7)      | (16.0)      | (16.0)      | —        |
| Secondary                      | 7,218       | 9,243       | 9,485       | 7,988       | 9,187       | —        |
|                                | (31.1)      | (31.4)      | (10.3)      | (23.3)      | (23.3)      | —        |
| Primary                        | 6,057       | 8,344       | 8,744       | 8,729       | 9,064       | —        |
|                                | (33.6)      | (38.4)      | (4.4)       | (3.9)       | (3.9)       | —        |
| Secondary                      | 6,216       | 10,378      | 8,645       | 7,826       | 9,144       | —        |
|                                | (66.7)      | (67.7)      | (24.7)      | (24.7)      | (24.7)      | —        |
| Primary                        | 5,274       | 5,976       | 6,152       | 6,467       | 6,342       | —        |
|                                | (13.3)      | (13.3)      | (16.6)      | (22.0)      | (13.6)      | —        |
| Secondary                      | 5,274       | 6,924       | 7,600       | 8,259       | 7,752       | —        |
|                                | (31.1)      | (44.1)      | (56.8)      | (24.7)      | (24.7)      | —        |
| Primary                        | 4,140       | 5,365       | 5,365       | 6,754       | 6,187       | —        |
|                                | (28.6)      | (29.6)      | (0.0)       | (23.1)      | (10.7)      | —        |
| Secondary                      | 4,140       | 5,948       | 6,352       | 6,092       | 6,092       | —        |
|                                | (43.7)      | (47.2)      | (6.4)       | (4.6)       | (4.6)       | —        |
| FE Teachers: England and Wales |             |             |             |             |             |          |
|                                | Survey 1    | Survey 2    | Survey 3    | Survey 4    | Survey 5    | Survey 6 |
| Primary                        | 12,812      | 12,770      | 16,000      | 17,117      | 16,688      | —        |
|                                | (23.1)      | (23.1)      | (24.9)      | (35.6)      | (35.3)      | —        |
| Secondary                      | 11,187      | 15,000      | 14,250      | 12,184      | 15,705      | —        |
|                                | (34.1)      | (27.4)      | (8.9)       | (24.7)      | (40.4)      | —        |
| Department                     | 9,702       | 8,756       | 8,073       | 8,522       | 10,590      | —        |
|                                | (-9.6)      | (-10.6)     | (-8.8)      | (6.2)       | (23.2)      | —        |
| Primary                        | 7,701       | 7,212-8,500 | 7,149-8,500 | 7,759-8,322 | 7,454-8,357 | —        |
|                                | (-6.3-10.4) | (-7.2-10.4) | (-7.2-10.4) | (0.6-8.1)   | (-3.2-11.1) | —        |
| Secondary                      | 6,873       | 6,956       | 6,979       | 6,286       | 6,532       | —        |
|                                | (1.2)       | (1.2)       | (0.1)       | (-8.6)      | (3.6)       | —        |
| Primary                        | 5,814       | 5,430       | 5,595       | 6,288       | 4,962       | —        |
|                                | (-6.6)      | (-6.6)      | (3.1)       | (11.1)      | (-20.8)     | —        |

## Clearing off the barnacles

One of the major recommendations of the Bullock report on reading five years ago was: "There should be a national centre for language in education, concerned with the teaching of English in all its aspects, to advanced studies with sixth forms." Like many Bullock proposals, it rapidly sank without trace.

But this week a group representing virtually all organizations with an interest in English teaching dredged up the proposal, and began some preliminary clearing away

## No comment

The chairman of the West Midlands Education Committee yesterday called for a survey of the state of the teaching of English in all its aspects, to advanced studies with sixth forms. Like many Bullock proposals, it rapidly sank without trace.

## Comment

### Bring back the backwoodsmen

If Mr Neil Kinnock had his way, the House of Lords would be abolished, or certainly on Labour's programme for abolition next time round. But just think what a loss the Opposition's cause would have suffered on the Education Bill No. 2 without their noble colleagues and opponents.

As we went to press it was too early to know which way the Upper House finally voted on the transport clauses of the Bill, and therefore what the consequences for Government policy might be, but Ministers' fears that the Bill would not come out of the Lords that way it went in had already been realised.

Last week, in what turned out to be an ineffectual attempt to divert the weight of oratorical criticism, an amendment was introduced to limit to two the number of children in any one family who could be charged for school transport. Although the amendment was defeated, it was a vote to which the Government was bound to respond. The House of Commons, in Committee and Report stage, had failed to win.

Whoever would have predicted that the Duke of Norfolk (spokesman for "the whole Catholic hierarchy") and Rob Butler (remember his over-the-phantom and old port?) would lead a more effective pressure group on behalf of the low paid than Kinnock and the Child Poverty Action Group?

Of course the justice of a cause is not proved by the strength of the lobby or the size of the pressure group. It is an essential inequality about granting the right to charge for school transport which stands whether or not it hits deconmissioned schools who have lost their way (which is by no means always the case). However, there is little doubt that this time the House of Lords was on the side of the angels, for one reason or another (and it is whispered cynically in Tory circles that some rural lords were afraid of having to raise their agricultural labourers' wages).

This was in fact one time when the



## Militants in bloom

Spring is here and with it the periodic blossoming of pupil-power in newspaper headlines and on television screens. If school age militants have learnt nothing else from the past year, they have learnt that they are not to be taken seriously.

It is to be hoped that the report of the School Students' Action Union (SSAU) is a sign of the blossoming of the militant spirit in the young, and that the SSAU will be able to lead the way in the new year.

Questioning movements for school children tend to be short-lived (remember the Schools Action Union?) and sometimes created by a specific event, often a quiet protest along by outsiders with aims that range from the simple to the ludicrous.

The longevity of the National Union of School Students owes less to its effectiveness (which must be very nearly nil) than to the guiding hand and simple aims of its brother, the National Union of Students. It was NUS that convinced NUS when it seemed possible that the movement to democratise higher education would naturally edge downwards into school. But the NUS never really made a go of it, despite the extreme policies have little appeal to the vast majority of ordinary teenagers.

The signs now are that the days of the NUS are numbered. Formerly the preserve of the Young Communist League and its sympathisers

## Erith campaigner drops resignation threat

by Richard Garner

Mr Brian Sams, chairman of Bexley's education committee, is in a position to resign, but he has decided to stay on in his post. In spite of announcing last week he would resign after the Education Secretary's rejection of the council's plans to turn Erith School back into a grammar.

It was made clear that he had the backing of his Conservative colleagues at a special meeting of the council's education committee on Tuesday night. A call for his resignation by the minority Labour group was rejected.

Mr Sams said he planned to resign after Mr Mark Carlisle had turned down the scheme to turn the comprehensive school back into a grammar on the grounds of public opposition to it and because the site for the proposed secondary modern school would be educationally unsuitable. Mr Sams had been the main architect of the plan.

At Tuesday's meeting the education committee agreed to "utterly reject" the reasons given by Mr Carlisle for turning the scheme down and instructed the director of education to write to Mark Carlisle, asking (i) the Government's policy on the acceptability of split site comprehensive schools, (ii) whether future building allocations will allow education authorities to replace schools in similar conditions to Erith as soon as possible, (iii) whether protests by parents—which should be expected—will in future carry more weight than educational arguments.

Mr Sams said after the meeting he had been pleased to receive the support of his colleagues and agreed to hold his resignation in abeyance until the annual elections of his Conservative group in May. He would not say whether he would consider continuing in his job after then.

## Youth Bill caught in crossfire

by Mark Jackson

The Government is in a deepening mess over the Youth and Community Bill. It is caught between the bitter opposition of the local authorities and the refusal of its own backbenchers to acquiesce in its attempts to kill off the measure in committee.

Mr Neil Macfarlane, Parliamentary Under Secretary for Education, admitted in committee on Wednesday that his attempts to replace the Bill by a single innocuous clause had failed because they were

opposed by the whole of the rest of the committee.

But he refused to withdraw his wrecking amendments, preferring to sit through a constant barrage of ridicule and taunts at his incoherence. Most of the Bill's clauses went through against his single dissenting vote. The Bill aims, among other things, to put a statutory requirement on local authorities to set up joint committees with youth groups.

The local authority associations will set up their own campaign against the Bill during the next fortnight.

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## NEWS

### Research group recommends filming of children to analyse behaviour

## Pupil morals inquiry awaits go-ahead

by Bob Doe

Plans by a Government body to monitor pupils' behaviour and morals hang in the balance this week. The watchdog committee of the Assessment of Performance Unit was due today to consider whether the unit should continue with its plans to test personal and social development.

An APU report before the committee suggests written tests of pupils' attitudes would play only a minor part in this. Teachers' reports, tape recordings and observations of pupils, either in groups or individually, would be the main methods of assessment.

One member of the research group has suggested filming pupils to analyse their behaviour. It is unclear whether these observations would be made with or without pupils' consent, or that of their parents.

The report recognises there would be technical difficulties trying to ensure that like was being compared with like when using such methods. It might be worth sacrificing a certain technical purity in order to produce a more comprehensive and vivid picture of what was being achieved.

The APU's broadly-based consultative committee has been largely antagonistic to proposals to assess personal and social development right from the outset. It

agreed to an exploratory group of pupils, teachers and researchers looking into the kind of question that might be feasible.

The committee has no power to prevent the unit going ahead as it was set up largely as a matter of public reassurance. It would be very difficult to oppose it on such an issue.

Professor Barry Spence of Nuffield College, Oxford, the committee's chairman said this week: "I would have thought this was still as sensitive an issue as ever. If the APU want to pursue it as far as they did they may run into difficulties."

The exploratory group has done little so far to establish the technical feasibility of assessments of these kinds. It is asking to be allowed to test public reactions to plans to test pupils' moral, political and religious understanding, behaviour and attitudes.

How the committee would respond was by no means certain earlier this week. There is little enthusiasm for the plan anywhere in the committee and teachers' representatives have been united against it. But the most organized and vociferous antagonists have been the National Union of Teachers and most of their representatives were unlikely to attend because the meeting clashes with an NUT executive meeting.

The committee could decide the proposals are not complete enough to allow any serious public debate or may back their publication, with

or without a note of their own reservations.

Even if the report is published, it will not necessarily be acted upon. Neither of the recent governments have been over-enthusiastic about testing beyond the basics; language, maths and science.

The main protagonists have been the HMI in the APU who argue that subjects not tested would be taken less seriously in schools and therefore monitoring would distort the curriculum.

But both the former heads of the APU, Mr Brian Kay and Mr Tom Murrill, have been replaced and the present top HMI, Mr John Graham, has been less insistent about the crucial need to test personal and social, aesthetic and physical development (see TES February 15).

The report says three main categories of personal and social development should be looked at:

- personal relationships and morality;
- development in relation to politics, occupations, the environment, health and community;
- religion and "philosophies of life".

It would be useful, the report says, to further divide each of these into what pupils know and understand about each one and how they

applied this. In both their own and their attitudes.

The NUT see the whole as a misadventure, misguided and a waste of money. "We have come to oppose this idea and nothing will change our minds," says Mr Arthur Jensen, NUT secretary. "There are much better ways of spending money on education."

Natchar is the union likely to be the most vocal opponent of the plan since one of its objects is to test the whole of the curriculum. The union's personal development committee covered comprehensive school results would be misleading.

Like others on the committee, the union is dubious about the value of such sensitive personal information by central agencies, especially since the Government has announced its intention of laying down standards for the school curriculum. Government manipulation of the results is feared. Lord Alexander signed from the committee's side over this issue.

Mr Jarman said they were questioning the integrity of the Government or the integrity of the school curriculum. "If the Government are serious about the results, they should be prepared to accept the results as they are, with any activity, freedom of society or human rights. But governments are changed and, once changed, it could be misused."

## Concern over illegal fostering of foreign language students

by Richard Garner

Thousands of foreign students are being illegally "fostered" with families in this country while they stay in Britain to learn the language.

A report prepared by the East Sussex County Council's Social Services Department, there is cause for "real concern" over the way in which several foreign language teaching organisations "foster" youngsters with British families.

Mr Peter Hickey, of the Centre for Institutional Studies, at the North-East London Polytechnic, who has carried out extensive research into the subject, says there is a danger that local authorities may have a "majority-type case of international organisations on their hands during summer months" as a result of the lack of knowledge surrounding the "fostering" arrangements.

Maria Colwell was frequently worried, anxious, amongst the care of the local social services department, who has suffered to death by her mother.

During research for the East Sussex report, called *Foreign Students in East Sussex*, it emerged that few of the course organisers knew of the legislation. Two who knew it applied did not advise the local authorities.

According to the report, a child is any child under 16 years of age in the care of someone who is not a relative for more than 27 days and receives payment for the child's care.

A "regular foster parent" is said to be anyone receiving children for payment for more than three months or for three consecutive

periods of more than six days. The onus is on the "foster parent" to give local authorities advance warning they will accept the child.

Under this definition, in East Sussex alone, where the majority of foreign students stay with families while learning English, there would be at least 3,150 foster children a year which would cost social services officials £100,000 to check on. Most of them are on summer courses in Britain.

The county council has publicly vowed it could not carry out its responsibilities under the law if parents reported their foster children and the Association of County Councils is seeking exemption for its members from this clause in the 1969 Act.

And the East Sussex social services report said: "The most frequently voiced anxiety amongst local organisers was that any requirement of host families to notify authorities would result in a dramatic loss of families willing to take foreign students."

After interviews, two of the organisers admitted they would have liked to have had more information about local health and social services facilities as they had each had to make their own arrangements.

The majority of host families were quite happy about the arrangements with students but interviewed reported problems with behaviour ranging from "minor difficulties, such as lateness in coming in to evening meals or at night to major problems involving extensive damage to property."

## St Matthias parents fight on

Parents with children at St Matthias Primary School, Bethnal Green, East London, have begun a rearguard action in a last minute effort to save their school from closure this summer.

They have enlisted the help of Mr Ian Minkard, Labour MP for the area, who has asked Mr Mark Carlisle, the Education Secretary, to meet a delegation of parents. They have also called a meeting for next

Wednesday night to publicise their cause.

In January the managers of the school, which is voluntary aided by the Church of England, failed to get the High Court to prevent the school from closing.

## Adult education price war set to start in North

A price war is about to break out in the north-west of England over adult education fees. Manchester education committee will soon start to advertise courses for evening classes at rates far below those of neighbouring local authorities.

The aim is to keep Manchester's adult education classes going with

out increasing charges for local students. Fees for the year, but at about £8 or £10 a year, but from outside the area—there are six neighbouring authorities—will be charged £30 to £40.

That is still cheaper than proposed charges in some of the nearby areas, a few of which and adult education classes

## Employers ask Clegg to take closer look at teachers' duties

Stephen Cohen

Employers in the manufacturing industry have been asking the Clegg Commission to take a closer look at the teacher's job and to make a more realistic assessment of the duties outside the classroom and to make a more realistic assessment of the duties outside the classroom.

Most of the local authorities sent Professor Clegg a five-page paper of management's views on teachers' duties outside the classroom and put forward five paragraphs ready-made for inclusion in the report, about teachers' conditions of service.

They wanted a clear and precise statement about the exact nature of a teacher's job and urged Professor Clegg to adopt the following:

"These recommendations are based upon an assessment of the teacher's job that extends beyond the time-tabled or statutory school day to embrace a range of professional commitments, without which the education of pupils in schools cannot be effectively undertaken. The teachers and their employers jointly accept job descriptions for our study that set out this wider view of the profession; the Commission also accepts these descriptions as accurate and has formed its decision on pay levels on the understanding that in addition to their work during the time-tabled school day and the statutory marking associated with it, teachers:

- are responsible for the care and discipline of their pupils for a reasonable period before and after the school day;
- accept a commitment to lunch-time supervision;
- participate in other necessary commitments, especially parents' consultation evenings, staff meetings and in-service training outside the time-tabled day;
- undertake extra-curricular activities appropriate to their pupils' needs and their own interests."

There is no agreement on hours, working week or the working year for teachers in England and Wales. By tradition, teachers must be present when schools are in session, but there is confusion about the number of hours for which teachers are paid.

The unions believe that work done outside the school day is voluntary. The employers want these extra-curricular tasks to be regarded as professional obligations and have asked Professor Clegg for a clear statement.

## Country areas losing out on assistance, report says More aid urged for rural children

By Spencer

The report explodes several myths including that of the rural child who is poor, that the rural child has a poor start to his school life.

Small schools with fewer than 60 pupils can exacerbate disadvantages as they cannot offer a variety of subjects or a choice of teachers and curriculum or a choice of friends. An exceptional teacher can outweigh some disadvantages but a weak teacher can be a disaster because the children are taught by the same person for four to seven years.

Secondary school children also faced deprivation. Small secondary schools could not offer a wide choice of subjects and often had to decide whether to offer GCSE or GCE. Better off parents were inclined to remove their children to city schools and thus accelerate the schools' decline. Positive discrimination was needed in favour of smaller, rural, secondary schools to avoid creating a "new bloody system of rural secondary moderns and urban grammar schools."

Truancy was often as great in the country as in the cities because parents would keep their children at home when there were transport difficulties, bad weather, or when they were needed during the harvest or lambing. Large catchment areas caused difficulties for the education welfare officer in determining the reasons for absenteeism.

The report is a result of the findings of three working parties from East Anglia, the south-west and mid-Wales.

Educational Disadvantage in Rural Areas, CED 11, Anson Road, Manchester, M14 5BY. Price £3.50.

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## More backing for cane ban

by Richard Garner

The first step towards a complete ban on corporal punishment in Birmingham schools has been taken by teachers' leaders and local Labour Party leaders.

By an overwhelming majority, the city's 6,000-strong Birmingham Association of Teachers has reversed its previous policy and called for a phased withdrawal of the use of corporal punishment in the city's 520 schools.

Within days of their decision, a weekend conference of Birmingham and district local Labour Party members called for an immediate ban on the use of corporal punishment.

At present the city council is Conservative-controlled but their hold is becoming a knife-edge. The city council has 53 Conserva-

tives, 56 Labour members and seven Liberal, and Labour is confident of regaining control at the municipal elections in May, when 42 of the 126 seats are to be contested.

Mr Charles Gray, Birmingham's spokesman on education, said: "I very much welcome the NUT's decision and if we regained control we would consult the teachers' organizations. I think there would be the right way to approach this."

During the past year, four authorities—the Inner London Education Authority, Haringey, Brent and Waltham Forest—have voted for a ban on corporal punishment. Harrow is asking school governors for their views.

Also, the parents of a 15-year-old boy at a private school, Hurlway High School, who claimed that he was brutally caned, were over-

£250 damages recently in an out-of-court settlement later approved by Wiltshire County Court.

However, the decision by Birmingham teachers to reverse their policy comes after a poll of all NUT members showed that 80 per cent of those that replied were in favour of retaining corporal punishment. A similar survey by the National Association of Head Teachers is also expected to show a majority in favour of its retention.

In Manchester, teachers' leaders are discussing with local education officials whether corporal punishment should be banned in schools. In Wakefield, the education committee has just voted to ban the cane in special schools and start consultations with teachers' leaders as to whether the ban should be extended.

## Labour goes to Runcie over Ealing church school row

The Labour Party's NEC has written to the new Archbishop of Canterbury, the Most Rev Robert Runcie, about Ealing's plan to sell Twyford High School to the Church of England.

Labour wants the Archbishop to receive a delegation of its members to discuss with local education officials the future of the school. For only 57 children is Twyford the first choice this year in spite of there being 240 places available, a take-up of only 23 per cent.

When Church of England members carried out a survey in the area in 1977 the parents of 332 children transferring to secondary school would be on ethnic and religious grounds.

Speaking at a packed meeting at

the school, Mr Kinnock said political bigotry and educational prejudice meant the Conservatives were menacing the concord between Church and State.

The prolonged controversy over the future of the school has affected its popularity with parents. For only 57 children is Twyford the first choice this year in spite of there being 240 places available, a take-up of only 23 per cent.

When Church of England members carried out a survey in the area in 1977 the parents of 332 children transferring to secondary school would be on ethnic and religious grounds.

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## by Susan Thomas

Sweden was to come. Bo Carlsson, Swedish ambassador for children, gave us facts and figures. Eighteen per cent of Swedish children watch five or more hours of television a day, compared with a mere five per cent in the United States. Several relationship problems in the home are linked with the use of television clips from *Kojak* and mentioned in passing that we even allow our children to be beaten in school. And the fact that the television programme for children seen on the television there, we want them to accept, he asked, material available to the teachers.

Eurion Gwynne Jones, former editor of the *Parents and Children* programme, opened up vistas of the future channel to the audience. He pointed out the need for detailed programme information in the daily press, the television articles presented in parent-teacher meetings, locally based group seminars or activities. Vigorous support for such activity breaks between programmes and non-television programmes were all recommended.

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"Employers: sitch great importance to you. The CBI says the report's recommendations are close to its own wishes for vocationally oriented courses for some sixth formers.

"Applications for places on these courses have been four times as many as last year, and the Commission's headmaster, Mr. Frank

The employers' association, the CBI, has welcomed the Keohane committee proposals for a one-year extension of extended Education Allowance for sixth formers. The report's recommendations are clearly in line with what the employers themselves wish for vocational oriented courses for some sixth formers.

Employers attach great importance to the training of young people in the "CEP", says Mr Michael Bury, the chief director of education and training in a letter this week to the Department of Education and Science.

At the same time, the links proposed between school and further education courses, and the recognition of the need to clarify the options open to young people, are also welcomed.

The report was announced last week for application to the Department of Education and Science by the chief executive of the 191-year-old association.

Applications for the extension of the allowance which has been for the last 10 years to provide opportunities for sixth formers to "go into the world of work" can be made to the committee by the end of the year.

The Civil Service Commission announced that the deadline for applications for the executive class entry level is the under 194-year-old.

Applications for which has been involved reserve opportunities for raising the age limit entrants, can be of the commission's he

**Sarah Bayliss**

ment for recommending no "some aspects" of physical education. "Without physical education there is not a balanced curriculum,"

In its achievement with ethnic minorities PE was probably the most successful area of the curriculum. Miss Groves maintained. It was also particularly important in the education of the mentally, physically and

## by Bob Doe

An association to represent primary schools was set up in London this week in spite of disapproval from the National Union of Teachers. More than 300 attended the inaugural meeting—mostly teachers, according to the association's steering group of college lecturers, advisers and inspectors.

The steering group says that the new National Association for Primary Education would complement teachers' work by competing with teacher unions, in a similar way to subject associations.

Week, however, not to support the union's role. A spokesman for the union said that was unnecessary because the NUT already performed these functions.

Subscriptions for the new association have been set deliberately low (10 pence a year) to attract teachers. It was made clear at the meeting that parents and managers would be welcomed also.

The association's aims and activities are being kept deliberately vague at the moment to see how

seems to be some disagreement about its role. Some members of the steering group were anxious that the association not put pressure upon. Others recognized that it would inevitably be called upon to express "the primary school's view of how to give the curriculum, reading, writing and spelling rolls, standard tests and government intervention in the curriculum."

Further information about the NAPE is available from Mr P. Hunt, Bishop Grosseteste College, Lincoln.

The Adult Literacy Unit will be re-organized under the new title of the Adult Literacy and Basic Skills Unit (ALBSU) on April 1.

**The All London Campaign Against School Closures** has called for aid to discrimination against working class, multi-racial communities - the people who suffer most through the cuts.

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## NEWS

Jobs for newly trained teachers still harder to get

## Secondment at 5-year high

by Bert Lodge

More teachers are on full-time secondment this year than in any other since 1974-75. In spite of the opportunities for temporary vacancies this creates, fewer newly trained teachers got jobs last September than in any year since unemployment hit the profession in the middle 70s.

The number of full-time teachers or equivalent in maintained schools in England and Wales last September was 468,000. This is virtually no change from the comparative figure for 1978.

The figures are contained in the latest DES statistical bulletin released last week. They show that 1,779 teachers are at present on full-time secondment for a year or more compared with 1,558 last year and 1,134 in 1977-78, the lowest figure for the past four years. In 1974-75, when secondments for an in-service DES degree were easier to obtain the figure reached 1,840.

Of the 1,779 currently on release, 1,107 are secondary teachers, 661 primary and 11 from nursery schools.

Of the 27,300 estimated to have qualified as teachers last July only 13,612, about 50 per cent, entered the profession in September. This is still a higher proportion than in 1978 when of the 33,400 who qualified 16,139, about 48 per cent, got teaching jobs by September.

Almost 3,000 teachers entered the

profession last September who had qualified in years prior to 1979. And 234 started work in schools without having completed any course of initial training in England and Wales.

Miss Jean Russell, secretary of the Universities Council for the Education of Teachers, said this figure was surprisingly high when the number of maths and science graduates known to UCET who had gone straight into teaching this year without professional training was no higher than 118.

Regulations were introduced in 1973 bringing to an end the custom of allowing graduates to enter maintained schools without having undergone teacher training. But exemption continued to be made for graduates in certain shortage subjects, such as maths and sciences. Graduates already in possession of a degree on December 31, 1973, could continue to enjoy qualified teacher status in secondary schools. But the cut-off date for graduates wanting to teach in primary schools is to have obtained the degree before December 31, 1969.

The operative qualification is possession of the degree. No regulation exists to prevent a graduate who qualified before those dates but who has never taught from seeking a first post as a qualified teacher in a maintained school.

● A big decrease in the number of men and women applying for

teacher education courses for starts in 1980-81 compared with last year is revealed in the latest Central Register and Clearing House statistics.

They show a total decrease of nearly 5,000 in applications for BEd courses from 15,869 to 11,196 covering the primary and secondary sectors as well as one year special courses. The number of male applications has dropped by nearly half from 2,194 to 1,394 while female applications have gone from 9,002 to 6,699, a percentage decrease of about 37 and 26 per cent respectively.

Applications for the secondary sector show that both female and male candidates' first choice is highly concentrated in physical education. Half of male candidates, 563 out of 1,176, have put PE as their first choice, while for women this is just under half, 1,061 out of 3,245—THESE.

## Half overseas students expected to go by 1983

Universities expect in less than half of their overseas students by 1983, according to Dr Andrew Taylor, president of the Association of University Teachers.

Addressing the select committee on education last week, he said latest UCCA figures showed that applications in universities from overseas students were 15 per cent down on last year.

The AUT, which represents 85 per cent of university lecturers, said that new rates of fees for overseas students were much higher than for comparable courses in Europe. It felt that a nation which depended on good training and diplomatic relations with foreign countries was creating a bad image.

It suggested that the Government should recalculate the figure of £180m, which it was planning to withdraw from the universities over the next three years, to take account

of the change in overseas policy. This figure, taken the current cost, said a statistician.

On the question of fees, Dr Taylor said the union's general secretary, Laurie Sapper, said it was "plausible" that the Government's policy of increasing the number of overseas students would be "a very real and substantial" increase.

He said the Government's policy of increasing the number of overseas students would be "a very real and substantial" increase. He said the Government's policy of increasing the number of overseas students would be "a very real and substantial" increase.

## Science diary

John Maddox

## Sparks fly over comets

When people say that this or that event in the geological or historical past was the result of collision between the earth and some extraterrestrial object, a comet for the like, it is understandable that sober scientists should fall back on their reserves of scepticism. For have they not, in the past few years, found themselves having to battle against the fanciful notions of Velikovsky, the American who a few years ago threatened to become as much a cult figure as the army of largely Indian gurus then working the American college campus circuit?

It is therefore something of a surprise that the scientific journals should be filling up with entirely respectable accounts of how the evolution of the earth and the other planets may have been shaped by extraterrestrial influences of one kind or another.

The last week's issue of *Nature* (March 6) contains an account of how a number of curious features on the surface of the moon and also the planet Mercury may have been produced by the impact of comets.

Peter H. Schultz and Leonard J. Scola, from the Lunar and Planetary Institute, at Houston, Texas, are concerned with three regions of the moon where the surface is marked with a pattern of craters. The rocks in these areas are known to be strongly magnetized.

The explanation offered is that these curious patterns were produced by the impact within the past 100 million years of the nuclei of comets. The magnetization of the rocks would have been produced by the electrically charged nuclei of the comet, while there is a pair of small craters nearby which may have been the places where the twin nuclei of the comet hit the surface. That's for starters.

The explanation is not without its difficulties. In the first place, the idea of an international meteorite impact, as the explanation for the mass extinction of species at the end of the Cretaceous Period, 65 million years ago, it is supposed that the comet which hit the earth was as much as 10 kilometres across. The argument is that the impact would have thrown up a cloud of dust and debris which would have obscured the sun, and, as a result, starved the dinosaurs (and three-quarters of the other living species) to death.

An account of this theory, due to Professor Luis Alvarez (a Nobel prizewinner in physics) and his son, Walter, is published in the *Journal of the American Geophysical Union*. The Alvarezs are not alone in believing in the theory. In 1978 and 1979, a number of other scientists, including

solid piece of geochemical evidence in its favour.

In at least some parts of the world the geological boundary between Cretaceous and later Tertiary rocks is marked out by a thin layer of clay, just one centimetre thick, which contains a large excess (compared with other sediments) of the rare element iridium. This is precisely what should be found if the clay is in part the residue of an object with the chemical composition of chondritic meteorites. The meteorites thought to consist of the insoluble components of the primordial material from which the solar system as a whole was made.

The interest of this theory is that, like all good theories, it can be tested. One urgent need is to see whether the same explanation will account for the mass extinction of species on other earlier occasions in the geological record. And in all, however, this is a theory of dramatic as Velikovsky's speculation.

So is it credible? Towards the end of last year, two astronomers from the Royal Observatory, Edinburgh argued that events of this kind are not merely possible, but probable. The *Nature* (November 29, 1979) William Negler and S.V.M. Clube put up a convincing argument that catastrophic collisions, between the various kinds of objects, have always been—and remain—on the cards.

The starting point is the well-known record of the history of meteoritic impact on the surface of the moon. For the first 2,000 million years of the 4,500 million years of the moon's existence, craters on the surface were produced at a high but declining rate, entirely consistent with the notion that the solar system began with a large amount of solid debris, ranging in size from dust to objects as big as the moon itself.

of craters on the moon impacts with other comets remain the same?

So Negler and Clube conclude that the stock of debris in the solar system must be replenished. The most plausible way of doing this, they argue, is the passage of the solar system through the galaxy. The most plausible way of doing this, they argue, is the passage of the solar system through the galaxy. The most plausible way of doing this, they argue, is the passage of the solar system through the galaxy.

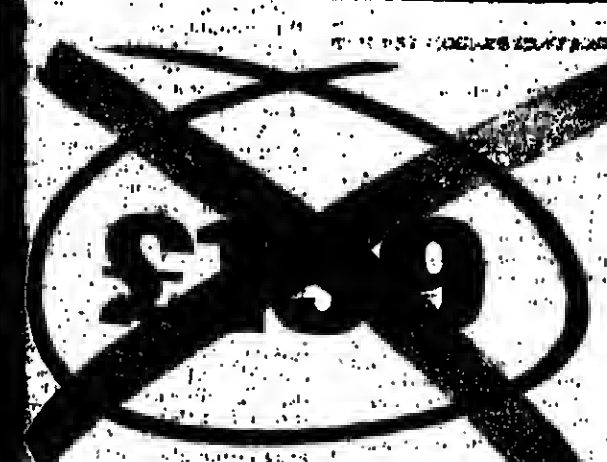
While the authors first acknowledge the force of this argument, they also point out that the evidence is not entirely conclusive. They note that the evidence is not entirely conclusive. They note that the evidence is not entirely conclusive.

The burden of the argument is that all the planets of the solar system are always being hit by small but very large objects. The evidence is not entirely conclusive. They note that the evidence is not entirely conclusive.

The question remains: how often should we expect such a catastrophic collision? The answer is not clear. The answer is not clear. The answer is not clear.

For the past 2,500 million years, however, craters have been formed on the surface of the moon at a rate which is not easily explained. For the past 2,500 million years, however, craters have been formed on the surface of the moon at a rate which is not easily explained.

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## Young golfers to get Ryder cup match against US team

Boy and girl golfers have been offered a new attraction—a Ryder Cup style match against the United States in October—as part of a move by the Professional Golfers' Association to attract more young players to the game over the next few years.

The British team will be composed of the top six boys and top four girls at the De Beers Diamond Junior Championships in August. They will go to meet the American team at Merle Chesham, in a Ryder Cup format of fourpines, fourballs and singles.

The trophy is being given by Sandy Lyle, European Open champion and Europe's top money winner last season. Lyle, still only 22, is a product of junior golf himself.

self, commented: "Golf has to find the way of attracting the best encouragement to youngsters. The idea of an international match, similar to the Ryder Cup for professionals, is a very attractive prospect. The young British golfers is not to be underestimated."

The De Beers under 18 tournament soon begins its second year, and the PGA expects a big increase on the 4,500 competitors who took part in last season's preliminary. Forty boys and 40 girls will play through to the grand final.

Defending champion 14-year-old Janet Southby, of Fyrdon High School, Northumberland, winner of the Aer Lingus girls' tournament in 1978 and 1979 is, competing again.





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## OVERSEAS NEWS

### France

# Protests over class closures

by Jane Jessel

PARIS  
Class closures due to take effect from the beginning of the next school year in September have provoked an angry response from parents and teachers throughout France. The total number of classes to be cut has not yet been finalized, but education authorities will follow a continuing trend of closures.

The Government's justification for the closures lies in the falling birth rate, and consequent falling school rolls. It states that the most likely demographic forecast puts the French birth rate for the next 20 years at only about 1.8 children per woman, and it expects 70,000 fewer children to be in French schools from the beginning of the 1980-81 school year than 1979-80. In spite of catering for a higher proportion of nursery school age children.

Hand in hand with class closures goes loss of teachers' jobs—250 primary teaching posts are scheduled to disappear in the Government's budget plans.

In Paris, parents and teachers are protesting against the authority's plans to close nursery and primary classes and about 24,000 a net loss of 62 classes. Up to 30 supplementary classes might be created, but this would still mean a loss of 32 classes. Opponents to the cuts deny that falling rolls justify the proposals although the number of children entering nursery schools was down by 3,239 in 1979.

They point out that the number in primary schools increased by 328. They also say that there are 1,500 children on nursery school waiting lists.

Supported by parents, teachers in several Parisian schools have called protest strikes. Among them were two primary schools whose projects to introduce handicapped children into normal classes would be doomed.

A similar picture emerges all over France. In Nice, demonstrations took place recently against the threatened closure of 15 classes. In the Pos de la Calais authority between 280 and 380 classes might be closed. Six are threatened in the town of Lisieux, where 12 have already been closed since 1977.

Meanwhile, the Government is showing its concern about France's falling birth rate. Last November,



Left: Women's Affairs Minister Monique Pellerin—measures to encourage larger families and (right) protests over the planned closures



## OVERSEAS NEWS

### Australia

# Demands to make cricket more safe

by Bill Purvis

The death of a young cricketer in Melbourne has brought calls for stricter safety precautions in competition matches.

Richard Henderson, aged 12, of the Melbourne suburb of Blackburn, died on February 2 after being struck on the head by the ball.

Richard was heading about three yards from the batsman. Eye-witnesses said the batsman drove the ball into the ground. Richard turned his back trying to avoid the ball and it struck him on the back of the head.

Mouth-to-mouth resuscitation was applied but he was dead on arrival at hospital.

The same day an 18-year-old student in a Melbourne High School match was killed when struck on the temple by a bouncer.

New Victorian state government ministers have recommended the use of lightweight cricket balls in junior matches plus restrictions on batsmen and fielding close to the batsman.

The State Minister for Youth Sport and Recreation, Mr Brian Dixon, has endorsed the recommendations in the light of the two deaths.

Mr Dixon says he fully supports the Victorian Cricket Association's recommendations and will circulate them to the Victorian Cricket Association and the education department.

He says that adoption could mean the end of dare-devil tactics in schoolboy cricket—but could also prevent serious injury or loss of life.

### Republic of Ireland

# Prospects brighter for school leavers in jobs upturn

by John Walshe

DUBLIN  
Job prospects for Irish school leavers have been improving in recent years and there has been a sharp decline both in youth unemployment and emigration.

These trends were confirmed in the latest Labour Ministry figures which trace the career patterns of students who finished their normal level post primary schooling in 1978.

A total of 878 schools and colleges were contacted personally and returns received from 570 of them. The returns covered 3,546 second level school leavers or 69.3 per cent of the estimated total of 51,200 school leavers that year. The overall response rate was lower: 1.8 per cent in 1977, 1.9 per cent in 1978.

Of those surveyed 67.3 per cent were either in employment or training, six per cent more than in the previous year. 21 per cent were in full-time higher education. The percentage of unemployed has decreased from 7.9 per cent in 1977 to 7.3 per cent in 1978.

A smaller number had emigrated: 1.8 per cent in 1977, 1.9 per cent in 1978. The remainder either were unavailable for work or their destination was not known to the schools.

### Holland

# Colleges face axe

by John Richardson

THE HAGUE  
The number of training colleges for teachers, training the four-to-12 age group, is to be halved. The Minister of Education, Dr Arie Pais wants to cut back the colleges for the infant and junior age groups from the present 135 training colleges for infant teachers and teachers' colleges for junior teachers to a minimum of 63, on a maximum of 67 combined teaching academies for teachers destined for the new basic schools (four to 12 age group).

## OVERSEAS NEWS

### United States

# Corporal punishment returns

by Clive Cookson

WASHINGTON  
Corporal punishment appears to be making a comeback in American schools, as a growing number of states and school districts are turning to the cane to discipline misbehaving pupils.

The Los Angeles board of education, which controls the country's largest school district, re-elected in the new mood last month a board of regents, which reversed a previous decision to ask the state legislature to impose a state-wide ban on corporal punishment.

The board recommended that the nineteenth century state law which allows teachers to strike errant pupils should remain in effect, although local districts would still be free to set their own policies (New York City has prohibited corporal punishment for a decade).

Last year the New York regents recommended the legislature to allow corporal punishment in all schools, public and private. The passage of heart-felt support for the measure followed a series of lobbying campaigns by parents and school officials, who argued that spanking should be an option if other methods failed.

Church schools were particularly keen about the proposed ban. A spokesman for the New York Association of Christian Schools said the Bible gave specific instructions on corporal punishment, which he called "a loving discipline".

The restoration of paddling in the practice. Board of education president Robert Weinstaub said the decision reflected parental feelings in favour of corporal punishment. A survey of 267 schools and 38,000 pupils had shown that 74 per cent of parents and 38 per cent of pupils favoured it. "These who wanted it, wanted it badly," he said.

Whitely white families tended to be more supportive, but many minority black and Hispanic parents strongly supported it.

However, the Los Angeles board has strong restrictions on its use to ensure that it is not used as a punishment for any one incident, and they will be carried out by a teacher with another member of staff present as a witness.

The board must not see the child which is to be administered to the buttocks, and normal clothing must be worn or guardians have to give permission for a paddling. Moreover, corporal punishment was very strongly opposed by the United States Supreme Court in 1975 on the grounds that it constitutes "cruel and unusual punishment", which is prohibited by the American Constitution. However, the justices decided by the narrowest possible margin against banning corporal punishment. The remainder of the court was split 5-4.

But states have banned corporal punishment. The remainder of the court was split 5-4.

## OVERSEAS NEWS

### Common Market

# Nursery schools urged for migrants

by Rory Watson

BRUSSELS  
The nine EEC countries will soon be urged by the European Commission to organize an adequate network of nursery schools to accommodate foreign workers' children free of charge.

The schema is one that EEC MPs have long pushed for and earlier this year commission president Remy Jankin confirmed that it is one of the areas being given priority over the next 12 months.

Studies have shown that regular attendance at nursery school from the age of three gives foreign children entering primary school a significant advantage over those with a monolingual background. EEC experts consider that if bilingualism is fostered early on, it can make a positive contribution to the child's intellectual and social development.

The schema takes on added meaning and urgency as community wide legislation on the education of the children of migrant workers comes into operation in July 1981. Meetings have already been held to determine any difficulties member states are meeting in introducing the legislation.

Commission officials are currently determining their priorities for migrant workers' children over the next three years. These include the second phase of the 11 pilot projects in the EEC, covering teacher training, reception facilities and language teaching of the language and culture of the children's native country.

In the 1980-81 school year, the commission intends to introduce four new experiments. Two of these will be in Britain on teaching the language and culture of origin, while the others will focus on language training to Germany.

One of these will concentrate on supplementary training for young Italian teachers preparing to teach their language and culture to the children of Italian workers in Germany.

Commission experts want to see special attention given to the following aspects of the projects: provisions for foreign children in regions with a low immigration rate; parent participation in schooling especially at pre-school level, training of second generation immigrants as teachers and counsellors, and cooperation between indigenous and foreign teachers in providing bilingual tuition for immigrants.

Efforts are to be made to stimulate pedagogical research by organizing a series of conferences on methodology for language instruction in the host language for children of different ages.

The commission also intends to encourage training for working parents composed of small numbers of people involved in similar activities like developing material for teachers of Italian working in Holland, Germany and Belgium.

Similarly, there is felt to be an urgent need for a more developed system of information exchange between field workers and planners in this area. This is expected to be a priority of the new information network being established.

Education of migrant children is considered in many instances to be inadequate. The commission is convinced that guidance offices should be established in parallel to or integrated with school structures to receive new arrivals, provide educational guidance during studies and vocational guidance and help under-18 year-olds finding their first job.

Finally, work on radio and television educational programmes and language courses is expected to reach fruition this year with the completion of a study by the BBC,



Nurseries provide language advantages for foreign children according to the EEC Commission in Brussels (right).

## OVERSEAS NEWS

### Spain

# Private school bill before Parliament

by James Connell

BILBAO  
After months of bitter public debate and political manoeuvring one of the most controversial bills in recent years—the educational centres statute—is to come up for discussion in the Spanish parliament.

The bill attempts to lay down a framework for the organization and running of private schools and define responsibilities and rights of teachers, parents and pupils.

Like most Spanish legislation it tends to be overdrawn even to the point of regulating the election of headmasters and has attracted a record number of amendments.

The reason for the polemics is the issue of the private school sector in Spain and the varied interests it serves. Under the Franco regime nearly 50 per cent of the school population was educated in nonstate schools.

The majority of these were run by religious orders and although most cater for the middle classes, low fee schools covered a good part of the school population.

Other private schools were purely secular and often run on a profit-making basis. Filling a gap left by the deficient state school network. Since the advent of democracy the percentage has dropped to 35 per cent of the nation's schoolchildren.

A major factor in this decrease has been socialist pressure to extend and upgrade the state schools which resulted in a crash programme approved three years ago.

The new state school places available together with the prohibitive cost of the private schools whose fees have been rising 15 per cent a year, has made inroads in the private school ranks.

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Application forms and further information may be obtained from the Registrar, Charlotte Mason College, Ambleside, Cumbria LA22 9BB.

## There is still a Shortage of Mathematics Teachers

The Teaching Schools Council has announced that it offers for September 1980 a one-year full-time training course in Secondary Mathematics for qualified teachers. If you have just qualified, or are looking for a change to teaching this might be the course for you provided you've got a sound maths background.

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Further particulars about eligibility for financial assistance may be obtained from the D.E.S.

For further details of the course write to Dennis Lewis, Course Tutor, Mathematics Retraining Course, Department of Teaching Studies, The Polytechnic of North London, Priory of Water Road, London NW5 2LS.  
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## People

### Tony Howarth

It was with much sadness that we learned last week of the death of Tony Howarth, at the tragically early age of 41. He had for many years been one of our most valued and prolific writers: one of the last articles he wrote appears on page 26.

He came from Sheffield, where his parents kept a fish and chip shop, and won a place at grammar school and then at University College, Oxford.

After reading history at Oxford, he taught for a while in London before moving up to Cambridge Village College and thence to Bicester School where he became head of history. It was at Bicester that he began to develop and test out an imaginative modern history scheme which was subsequently published by Longman under the title *The Great War*. His colleagues at Bicester paid tribute this week to his work there: his enthusiasm and inventiveness communicated themselves to all with whom he came into contact with the result that history rapidly assumed a position of central importance in the curriculum.

Three years ago Tony Howarth edited the *Times Guide to Careers in Education* and his latest book, *Twentieth Century History: The World Since 1900*, was published by Longman last year. He also wrote a successful stage play.

Tony Howarth's journalism bore the hallmarks so evident in this week's article: he always packed a pinch, and usually delivered it with down to earth humour. He was nobody's fool, and was adept at pointing out the flaws in plausible sounding arguments. He cared deeply both about children as people, and also about their education. He was an immensely likeable man, and will be much missed. He leaves a wife and two children.

Michael Church

Mrs Margaret Hayward, 35, deputy principal of Catterton Community College in Leicestershire, is the new head of Sydenham School, Bridgewater, in Somerset, a mixed school for 11 to 16s. Somerset education authority says it is keen for more women to compete for top jobs.

Mr Anastasios Chikodoniou, secretary of the Open University for the past 11 years, will succeed Sir Hugh Springer as secretary general of the Association of Commonwealth Universities when he retires in September.

Mrs Marion Allipen, deputy head of Brackenbury Primary School, Hemmerth, has been appointed headteacher of Pantaston Infants School in Tulsa Hill, South London.

Mr John Lee, MP for Nelson and Colne, is to be chairman of the Council of the National Youth Bureau, succeeding Mr Christopher Price, MP, chairman for the past three years. The bureau is a charitable trust, grant aided by the DRS, providing an information service.

Mr Robert Sharp, 43, has been appointed deputy education officer for Essex, succeeding John Morris, recently promoted education officer. Mr Sharp, a former headmaster, has been responsible for further education in Essex since 1974.

Mr David Ward, deputy headmaster of Potbury Grammar School, will be the new headmaster of the Balm Grammar School for Boys at Oldham from September. He succeeds Mr Sidney Johnson who retires in the summer after 15 years' service.

Mr Tony Andrews, 34, has been appointed headteacher of North Croft School for the maladjusted in Hammersmith, West London.

Mr Dominic Hendrick, 44, acting head of Beornmound School for the maladjusted in Southwark, has been appointed headmaster.

Mr James Smith, at present deputy head at Selwyn Jones high school, St Helens, has been made headmaster of Clarendon Park High School, St Helens.



Mrs Ada James, 61, a school cleaner and Mr Kevin Smith, 20, her caretaker, both revealed their artistic talents in an exhibition at the Grange arts centre this week. Mrs James, a cleaner for the past five years, was inspired to start painting two years ago after seeing Constable's 'Haywain'. "I haven't had any classes. I use a 99p box of children's paints which my son gave me, and I work on the old 'living rock' she said. Mrs Smith, the youngest cleaner at Grange, was inspired by the work of the young artists at the Grange arts centre. Her work is mostly pencil drawings of end wildlife. The exhibition attracted the work of school cleaners and caretakers and the Police will next show.

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## Learning from the inside

### Reginald Hill proposes a college apprentice scheme for intending young teachers

Once a practice has become established it takes a brave man, a fool or a catastrophe to change it. There have been several changes in the professional training of teachers, and it is a salutary exercise to decide which category the initiators of those changes came. I count myself fortunate to have entered the profession during a catastrophe—that was possibly my only mistake.

The war had just ended and the shortage of teachers could not be matched by the training programme; entrants were attracted from other professions but asked to teach while awaiting a training place. These "emergency students" were the injection that the profession needed—eager, anxious to learn and, above all, with a professional attitude to their training and work.

Although not an "emergency student" myself, I worked and trained as a teacher, and I was reminded of teachers who started their training as "pupil teachers" some of whom taught me as a child, and with whom I had the joy of teaching when I first qualified. Their training was similar to that which I earlier experienced in another profession, where I practised all day with qualified senior and then continued my studies during the evenings.

Many times contemplated how an apprenticeship might be re-established. In-service courses are now established. Most authorities have teachers' centres and so the organization of administration already exist for pre-school work.

An intending teacher could seek to be within a school, to be allowed to be a qualified staff; but approximately 20 per cent of their time would be spent at the teachers' centre to learn aspects of professional skills which, over the years, have too often been left until before a teaching practice, or even the probationary year.

Because the aim of the pre-college year would be for the intending teacher to see the profession as well as for the student to assess the student, it would be preferable for the student to spend time in schools of different age groups and so be in a better position to see which grouping was of greatest value. The one term at each school would also avoid the obvious danger of using the student as a qualified teacher, for they would have no experience of the staff in such a short time.

During their term they would expect to be introduced to as many aspects of the profession as possible and encouraged to try different types of teachers at work—beginners, the indifferent, the most successful, as well as the newly qualified. The apprenticeship year could be of value only if it was compulsory for the student to circulate in absolute areas of teaching, and especially where there was initially no professional barrier.

The games enthusiast would also engage in academic work, the arts student in dramatics and sciences, the crafts student in dance. But it would be the conversation with all members of staff, each with their own specializations and enthusiasms, that would help students to judge their own progress and approach to training or, in fact, to the reality of entering the profession.

The work of the teachers' centres would be largely practical, and would not seek to intrude upon the professional



work of the colleges. There is so much hardware in use in schools, the centre could play an important role in the thorough instruction in as many items of apparatus as possible, as well as confidence in their use.

So often, students on teaching practice, probationary teachers as well as experienced members of staff, express doubts about the use of visual aids. Suddenly, and at an awkward moment, they seek help on which way a carbon goes for prepping a spirit duplicator stencil, or whether a transparency goes into the projector upside down or back to front.

A session on a typewriter could be of immense value for some students, but there are also some quite mundane skills which could be improved—efficient writing on a blackboard, good lettering for charts or workbooks, writing a straightforward notice for display on a board. No teacher should ever seek to excuse bad techniques by claiming to lack skill in such practical matters—they are the necessary tools of our profession.

Of a less practical nature, the intending teacher should know how their future profession is able to function, to understand how schools are financed, to have some knowledge of support services, and the work of non-teaching staff in schools.

They would be expected to pursue their own studies to improve their own subject background and, if possible, to explore new channels.

Above all, the in-service work which they undertake must never be considered as a way of occupying a leisurely day out each week, but rather as an integral part of the pre-college year. A good recommendation from those concerned with the student's year would be a pre-requisite to admission to training: much of the in-service work and school experience might reasonably be exemptable, and a high achievement expected.

Intending entrants must feel that they are joining a profession, and not entering teaching as an offshoot of their own academic development and interests. As apprentices, they would be playing an important and useful part, would be expected to work hard and give good service to their schools, and would be paid a salary which would reflect their position.

This salary need not be an extra burden upon the education authorities' funds, as the students might relieve the need for some ancillary assistance; but it would undoubtedly be a useful bonus once they had entered college.

Reginald Hill is head of The County Middle School, Chesham, Bucks.



## 'Some experiences are so precious and difficult to nurture, they deserve to be treated as endangered curriculum species: music is one of them'

**George Walker highlights the growing crisis for music in state schools**

The buoyant state of musical life in Britain has been one of the social mysteries of recent years. Despite meagre subsidies and grants, inadequate rehearsal facilities and the escalating cost of labour and services, Britain has remained the musical centre of the world, with the number of its own orchestras, choirs, concert and competition actually increasing. At the start of the 1980s, no other capital city can rival the quality of London's nightly programme of recitals, concerts, opera and ballet.

Equally impressive has been the growing interest in the musical achievement of young people.

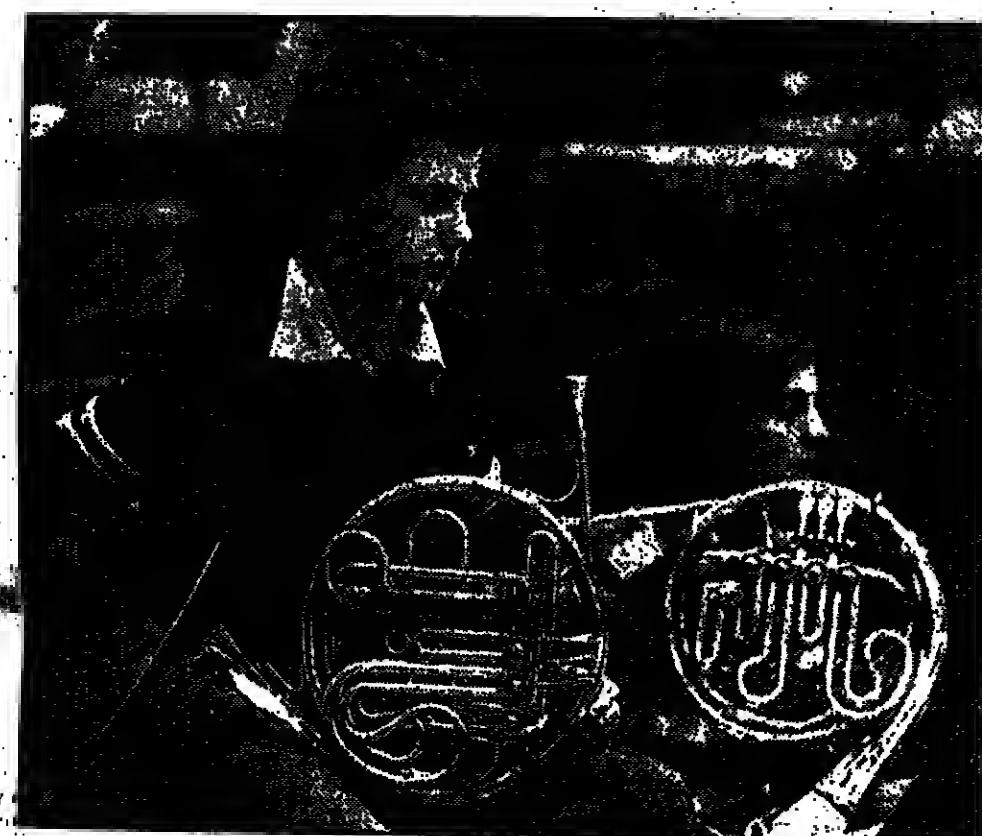
Youth Orchestras play to an audience of millions via radio and television at its annual performance at the Promenade Concerts. The public's imagination has also been caught by programmes like the BBC's Young Musician of the Year and Thames Television's Fanfare for Young Musicians, while the School Proms continue to reveal an impressive range and depth of musical talent.

On more than one occasion, Sir Robert Mayer, the champion of young musicians, has pointed out the strange inverse relationship between Britain's economic and musical fortunes. It would be comforting to believe that what we are witnessing actually is a relationship: a musical fanfare in deliberate defiance of the harsh economic climate. But we would be very wrong, because those young performers are the glittering tip of an iceberg whose foundation, hidden from public view, is in danger of melting away.

For most children—particularly those who do not later to music at home—the primary school is the cradle of musical experience, where a child's natural instinct for sound and rhythm is awakened and developed. This progression from a personal to a more formal knowledge makes heavy demands on the music teacher's skill and flexibility, requiring a confidence that is based upon soundly acquired and precise skills, in notation, singing and piano playing.

But in the last few years, the primary school has become worryingly scarce. With the sharp decline in primary rolls, large numbers of teachers are being redeployed, and with no clear policy to safeguard certain areas of the curriculum, the retention of a music specialist becomes a matter of luck. Left behind in many schools are teachers who are willing enough to have a go, but lack that essential confidence in handling the medium of sound. Class music is changed from a joyfully anticipated experience into a resented task to be shuffled through, with mouths, ears and hearts partially closed.

This has two consequences: lasting harm can be done when important techniques (breathing, counting, tonguing) are incorrectly taught to young players, and the early identification of gifted musicians (emphasized so strongly in the



Terry Williams

1978 Valzey Report to the Gulbenkian Foundation "Training Musicians") is less likely to take place.

The report of the Primary Survey, conducted by HM Inspectors between 1975 and 1977 and published in 1978, laid emphasis on the crucial role of specialist teachers. Encouragingly, it showed that 70 per cent of primary schools had a teacher with a designated responsibility for music—better than any other subject.

But an up-to-date survey by HMI has revealed that two-thirds of the music in primary schools is taught by the class teacher. These two findings do not match up: either those nominated were specialists in name only, or else they have been forced by falling numbers to resume the role of class teachers.

A shortage of any important commodity points to a policy of sharing what remains. Pupils could either travel to a music centre, or a peripatetic teacher

Neither option is likely to be self-sufficient to teachers who are still accustomed to containing the school's experience within its own walls and staff room.

How can specialists pass on their knowledge so that other teachers can use it effectively? As a profession we are still very much at learning from one another, probably because we find it difficult to put aside our roles as teachers' ingenious at hatching up survival plans over a cup of staffroom coffee ("Just remind me what the fingering is for G sharp"), and always willing to consider a lengthy period of in-service training in the country (alas, no longer an option). We are not very effective at devoting and seeing through programmes of school-based learning where the expertise of colleagues and advisers can be shared.

Learning from other teachers in the shop floor is likely to be the largest

professional challenge of the 1980s, since it will probably be the most effective way of safeguarding the all-round education of our pupils. To the credit of those guiding the new look Schools Council, its first year programme contains just such a project to examine the most effective ways of using specialist teachers in primary schools.

In the secondary school, the position of music has always been precarious. Over the years most traditional subjects have developed a natural immunity to the hostility of the timetable, the examination system and even the occasional head teacher. Their survival is assured.

But what chance is there for a subject like music, which was once longer than a shadow, and now is half-size, struggling to survive in a world of survival? Pupils asking for lessons (even from English and Maths) for their instrumental lessons; teachers asking for their instrumental lessons; and the many new and

robust enough to increasingly competitive secondary curriculum? It is clear that the post and related aesthetic experiences needs protection. The work first used in a curriculum in 1977 Green Paper Education and it is an apt one, by the implication, that the work of young people even though they are to the country's all.

These are surely in planning that a school should, wherever this is most popular, best survive, while the metamorphosis—rather than being a social studies—or else. Unfortunately, the framework for the has done little to acknowledge the experience put forward in Curriculum 11-16, but ignored to retain, in our view, is that day in provided for pupils up to 16 should be capable of thought that it offers properly thought progressive experiences in all areas.

Instead of recommending the of the aesthetic/practical curriculum to 16, while giving choice within this area, local authority drama "at some stage or end drama" in the education of every pupil, then only as part of a proper adult and working life. It is with the expended core of the and the many new and

Only on a Saturday Pupils such as these, at a weekend session in the Guildhall School Music and Drama are becoming even of a privileged minority as the cuts bite deep into the music on offer in schools.

## Year of the pupil

**Malcolm Gooch**

With the end of the International Year of the Child, is it not time to think about a national "year of the pupil", and to rethink certain aspects of school life and organization which might lead to schools becoming more rewarding places for children?

We have had the organizational revolution and the curricular debate, although neither are resolved, and perhaps never will be. But there are many things in our schools that seldom change—not because we have got them right, but because they are either felt to be symbolic of learning and order, or because they have implications for other areas of life which would raise problems were they altered.

The changed school day is one such example. Largely for financial reasons, several authorities have toyed with the idea that perhaps the German model of morning school from eight until one-thirty or two might be more appropriate, thereby saving on heating and lighting during the winter months, and perhaps school dinners as well.

Such suggestions, like the varied attempts to alter the school year with more, shorter terms and a wider spread of holidays, are met by an anguished public response: what is going to happen to children whose parents are both at work? Will this be a nation of latchkey children? Will living standards decline as mothers leave work to tend their children?

The answer of course is that either the nation has to prepare for afternoons full of unattended and unsupervised children or, as the Germans do, provide other activities: sports, cultural or even occupational—for example, this would be an ideal opportunity for older children to have work experience. Such changes would be unlikely to be cheaper than the present arrangements; but they could be better educationally.

In general children grow well in the mornings. Leaving a variety of activities that now take up a considerable part of each day to be pursued in the afternoons would make real sense of an overcrowded curriculum, and might even lead to an improvement in standards, not to mention the benefit to be gained by making certain compulsory activities voluntary—games for example. There would be time left in the day, if the conditions of employment for teachers were ever properly resolved, for marking, preparation and meetings, inside a restructured and clearly defined teaching day.

This could alter the face of schools and revitalize a flagging system. With it goes the reconstructed year; terms of equal length; the reduction of the summer break; the removal of that period of "dead" time which occurs between the end of public examinations and the end of the summer term.

Schools were never visualized as child-minding centres enabling the general populace, of both sexes, to go out to work, but as centres of learning, which they are in danger of ceasing to be. If large-scale child-minding is required by society—and it obviously is—then other agencies and personnel might assume such a responsibility, thus enabling schools to return to that function described in the 1944 Education Act as contributing towards the spiritual, moral, mental and physical development of the community.

There are two other matters which could be attended to at the same time: uniform and corporal punishment. Whatever is said for or against school uniform, there is no doubt that it remains a powerful symbol in many people's minds, representing learning and control. Headmasters and others have been heard to say that good schools have uniforms, bad ones do not.

What such a statement says about schools in many other countries, America and Germany for example, one hates to think. Surely it is not being suggested that a country like Germany, whose economic growth since the war has put much of Europe in the shade, has an education system inferior to ours because the pupils do not wear uniform? It has to be faced that the valid arguments for uniform are largely dead, and that the surviving ones have more to do with social aspiration and elitism than anything constructive.

At least one education authority is now considering discontinuing the provision of uniform allowances; an excellent idea—if uniform is to be discontinued as well. Parents would only have to provide one set of clothes for their children, not two—uniform and what they wear normally—and teachers would be able to concentrate on the issues that really count, such as hard work, making sure that pupils have pens and pencils, and do their homework—in fact concentrate on the learning process.

Furthermore, such a move would encourage the development of individuality and style in children's dress, surely of greater educational value than repressing such things through the imposition of special clothing, which upsets and angers the adolescent for no purpose, and which is almost always inappropriate for many parts of the curriculum. Once again we move against the mainstream of European opinion. To say that children should never be struck is to fly in the face of human nature, but there is a great difference between an occasional blow in anger and frustration by a parent or, heaven forbid, by a teacher—although illegal—and the infliction of institutionalized punishment.

The arguments are so well worn now that it is almost an embarrassment to repeat them. Unfortunately, it is necessary to do so, as long as we continue to up the ante in school. No matter how ideal we imagine our schools and teachers to be, we must face the fact that corporal punishment allows for the exercise of sadism in a tiny minority; undoubtedly has sexual connotations for a few others; can have an adverse emotional effect on some children; and teaches all children, many firmly believe, the value of force in gaining and keeping control.

It acts as a barrier between reasoned argument and the carrying out of unpopular tasks, which cannot be good for the learning process, whilst affecting relationships between children and teachers, relationships which should grow out of mutual trust and respect. It is also a humiliating process in its actual execution for both child and teacher.

Many teachers and schools manage perfectly well without it, as do whole nations elsewhere. Why do we British feel that it is still necessary?

Malcolm Gooch is head of Stanbridge Hall, Banbury School, Oxfordshire.



George Walker is head of The Heathcote School, Stevenage.

increased and peripatetic teachers become the first casualties of spending cuts.

Indeed, music-making is in danger of being pushed out of schools, and so restricted to families who can afford to buy an expensive instrument, and drive a car with a large enough boot to carry it to lessons and rehearsals.

Some experiences offered in schools are so precious and difficult to nurture, they deserve to be treated as endangered curriculum species, lest they be lost to our pupils altogether. Music is one of them. If we want the next generation to have the same opportunities we are lucky enough to enjoy, we should get it so to the protected list without delay.

George Walker is head of The Heathcote School, Stevenage.



News, London







**Credits—Palesi Inc.** 1948

## James Cameron on Palestine

**Mr. J. H. Jones**  
J. H. Jones, Farm Road, Gillingham, Surrey.

### Rachel Blake on reading

resolved, and perhaps with a bearing on his own situation, and whether the reading lesson is necessarily the best occasion for presenting it, is open to question.

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## resources

## Structures for the severely gifted

The Schools Council's Curriculum Enrichment for Gifted Children project has produced four resource packs for juniors. They have been assessed by Anne Barnes, Philip Sauvain, Andrew Rothery and Tony Howarth

## Eskimo Carving

"Our belief is that perhaps one third of the school population is recognisably outstanding in some area." So say the authors of the introductory notes to this ambitious project. Ever since the Schools Council published its report on gifted children in primary schools in 1973, gifted teachers have been labouring away to provide a curriculum for their pupils. It is intended not only for children who perform well on intelligence tests, but for all those aged seven upwards who show particular abilities or interests.

There are four packs of materials related to mathematics, humanities, environmental studies and creative arts. The idea seems to be that able children should sit in peaceful corners of, otherwise crowded classrooms with cassette and slide set and pupils' books and quietly enrich themselves in reading and doing. They can go at their own pace and need not be hampered by the learning system geared to the non-exceptional average child, and with any luck will get beyond the "perpetual attainment or knowledge of his teacher".

Each pack is accompanied by an imposing booklet for teachers. It is first part of this explains the background to the project, saying briefly that "Individuals differ in their needs" and that a mixture of linear programming and open-endedness is more likely to develop creativity than an adherence to the "perpetual attainment or knowledge of his teacher".

Part of it is in the form of answers to teachers' hypothetical questions, but not many teachers who are considering this sort of project would ask themselves: "Can I evaluate my pupils' work on the basis of their own subjective judgements?" And if they did, would the answer be very helpful? To the extent that a child pursues his studies more or less independently of his teacher, it can be assumed that he is well enough to appear to be having difficulty.

The second part of each teacher's booklet describes the content and methodology of the individual unit. It is accompanied by a list of 100 more practical hints for teachers. In the case of the pack on Eskimo Carving, there is a list of equipment and tools needed and a book list and a few suggestions for how the teachers can familiarise themselves with the practical details of the tasks set in the pupils' book before the child is

has not got time to work out what their pupils are actually going to do in the lesson?

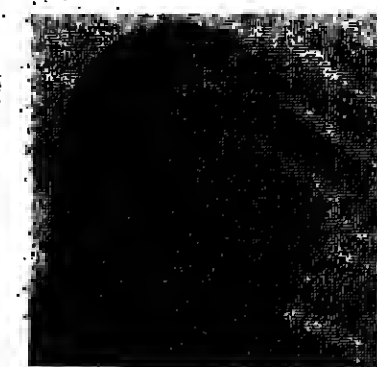
After all this build up the actual pupils' book is rather tame. In the case of Eskimo Carving there are some nice photographs of eskimo faces and really good drawings of kayaks and igloos and hunting equipment. These form an introduction to the main business of the project which "is to encourage a series of activities based on touch" or, in other words, to get children to do things with their hands—like packing a model kayak or an eskimo lamp or moulding clay or making carvings—out of wax or plaster. There are some ingenious ideas and the instructions are carefully, clearly and fully expressed.

There is also a rather good game in which the child is invited to put a hand into a bag which the teacher has filled with small objects such as pebbles or shells or small bones, and is asked to write down a few words to describe what the objects felt like. No then attempt to model a similar object out of clay. This, we are told, will develop contextual, perceptual, analytical, projective and manipulative skills.

There is also a tape and some slides. They, in fact, form the core of the pack. The tape gives simple and direct instructions for carrying out each activity and in what order. It explains each slide and provides a lot of interesting information about eskimos. Sometimes it is really exciting, when the child is asked to imagine what it is like to go seal hunting. Moments like: "You turn your sleds on its side to stop the dogs moving off with the sleds." "You turn your sleds on its side to stop the dogs moving off with the sleds." "You turn your sleds on its side to stop the dogs moving off with the sleds."

The slides themselves are of good quality. The ones in the Eskimo Carving pack are of two sorts. The best, ones, show vigorous eskimo sculptures which have exactly the sort of jumbling grace which is so appealing to children and perhaps most likely to encourage them to take up carving for themselves. The other group are like postcards from a skilful holiday. They show eskimo villages, snow scenes and a man carrying a reindeer building igloos.

This pack, like the others, has a lot of good things in it, but it is hard to imagine that many children will use it as a whole. They will enjoy hearing about eskimo life or playing the feeling game, but not many of them will be prepared to take time to much detail and to demanding instruction from a tape recording (do this, do that, switch the tape off, switch it on, get on candle, etc.) for long enough to benefit from the project as a whole. So its use will be limited. A lot of thought and talk has gone into the development of the project and per-



Young Inuit, from "Living Things"

Living Things—Environmental Science, by David George. £27.50 plus VAT. 29619 2.

The Schools Council Curriculum Enrichment for Gifted Children Project was based at Nene College, Northampton, from 1974 to 1976. Living Things—Environmental Science is the third of their four resource packs designed for individual use by gifted children.

In the teacher's book, accompanying the pack, the project team emphasize that their scheme "has nothing to do with the needs of a tiny elite". Instead they broaden the concept of "gifted" to embrace "perhaps one third of the school population", but they make no attempt to support that sweeping qualification with anything more substantial than "our belief".

Later they seem to narrow down the field once more by stating that "this pack is designed for children of high ability and a keen interest in science". Then, adding in a note to confusion, they go on: "We have, however, tried to avoid a rigid definition of what is meant by a child of high ability and with a keen interest in science. Instead a list of his interests and the content of the pack."

One thing seems certain, however defused, such a child will need to have a high reading age to cope with the vocabulary employed in the pupils' book. Even though the pack is intended for the "plus age level" the text makes few concessions to the children at the upper end of the "first school". On the first page, "Photomicrographs of the plant world" makes food for thought and on the next page "osmosis" and "diffusion" are glossed as "making of food molecules into the body and building them up there". Later still, "All living things have a specific name of the genetic name, or test name, and a trivial name, or first name".

Thirty pounds is a lot of money to spend on a small minority, however gifted, and it must be said that you do not get a great deal for your money. There are two attractive paperback copies of the project, but the main business of the project is in the slides, which complete the pack.

Most of these colour slides are of very inferior quality with a lot of detail in the shadows and poor colour rendering. The fault may be due to the fact that the slides were made by a professional photographer who is excellent. In any case they could just as easily have been printed in the pupils' book. There is no real reason why they should be printed separately. The main text (and a few help to raise the level of the pack).

By contrast, the pupils' book is a

delight to read with attractively laid out pages, a legible typeface and clear black and white drawings. It is divided into four sections—Life, Classification, Plants and Animals—but begins with an unsatisfactory study of scientific words where "coniferous" is first used with the prefix "bi", meaning cone-shaped, on page 3, and then correctly but confusingly as "cone-bearing" on page 4. A poor start.

What is worse, the child is asked to write down three words beginning with the prefix "bi" meaning to do things with their hands—like packing a model kayak or an eskimo lamp or moulding clay or making carvings—out of wax or plaster. There are some ingenious ideas and the instructions are carefully, clearly and fully expressed.

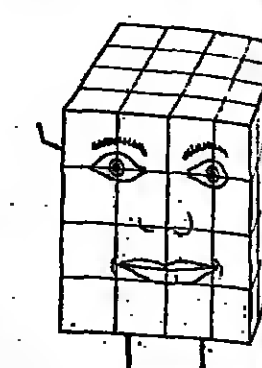
The second section, Classification, is much better, and leads through a series of valid and stimulating exercises to the use of an identification key. The third section, Plants, investigates plant growing conditions and tree identification, and the last section, Animals, covers the balance of nature, food chains and animal adaptations. Throughout there are frequent experiments, suggestions for field study and various classroom activities.

On the credit side the pack provides an imaginative yet carefully structured programme. On the debit side there are irritating flaws. In an animal classification exercise the children are asked to fill in a worksheet after examining slides one to 10. But the instruction: "In the columns, place a tick if the characteristic is present" makes nonsense of the columns labelled "Colour" and "Size" and to make the implied task of quantification harder the colours in the set of body chosen slides are poorly reproduced and only one out of the 10 has any helpful indicator of scale or size other than the colour, supposedly among slides 11 to 15 appears in slide 15 to have turned into a very indistinct and indistinguishable cow.

Not can the child be far away from the teacher when working through the pack, despite the assurance that "traditional class teaching can proceed without hindrance while some portions of the group work freely through the units".

Few children will live in an environment enabling them to carry out the first instruction for "Setting up a Cold Water Aquarium". Collect about half a bucket of gravel and sand from a stream, while kind teachers may feel disenchanted when they read the safety precautions which accompany the "mould growing experiments on pages 68—the most useful thing to supervise if the children are working independently.

If the teacher is prepared to back the project with a considerable amount of preparation, supervision and time for follow-up work, there is much to be gained from the use of this pack, since it provides gifted



Father Cube demonstration, children with a clear understanding of important scientific ideas and methods of scientific investigation.

Overriding these unimpressive advantages is the inestimable price. After all £30 can buy a lot of the curriculum enrichment first seven by Caxton and Co. £29.95 plus VAT.

Making Changes—Mathematics by Anshup Wood. £29.95 plus VAT.

Making Changes—Mathematics is one of four packs published by the Schools Council. The contents of the packs are: Mathematics, Science, English, and Art. The packs are designed for individual use by gifted children.

The teacher's book, accompanying the pack, the project team emphasize that their scheme "has nothing to do with the needs of a tiny elite". Instead they broaden the concept of "gifted" to embrace "perhaps one third of the school population", but they make no attempt to support that sweeping qualification with anything more substantial than "our belief".

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## Structures

said to provide 75-100 copies by hand, by rubbing over the paper on a piece of paper and up to 200 copies on a duplicating machine with fluid.

A poster "board" and cardboard boxes and pieces are provided for a game used as a revision topic. A manuscript of the tape is provided for the pupil to read. A fair amount of organizational ability is required of the pupil, who must make cross-references between the tape instructions, the diagrams in the booklet, models he is asked to make and be prepared to write the project which is characteristic of mathematically gifted children.

The topics dealt with are ones which would be familiar to middle school and secondary school teachers: conodonts, swarms, reflections, enlargement, a point on a rolling disc, constructing triangles and associated areas, area and volume relationships of cuboids. Those topics are fully illustrated with diagrams which could be outside the usual syllabus. All the work is set in attractive contexts and takes advantage of the fact that the mathematically bright child will pick up the new concepts, notations and skills without repeated explanation and practice.

The emphasis is mainly on new topics and symbolism, though there are places which invite investigation and (mainly in the cuboid work) generalization. There is also considerable practical work (in basins, history of place value and other notational systems, or puzzles such as those involving reversing order of digits) which demand deeper understanding of the concepts.

Exploration of further development for enrichment material will no doubt now grow. Beside the two strands of development mentioned, the introduction of electronic calculators and the interactive and visual possibilities promised by the microcomputer will give new resources to all concerned with building in original and individualized extensions to the core curriculum. The Schools Council materials now published have made an exciting and fruitful start to that process and deserve to be widely consulted.

Neither is it suggested that children (while not showing any signs of giftedness) may well show signs of giftedness in particular areas. The idea of the project is to provide a series of activities which are likely to be of use to all children, but which will also provide a challenge to those who are mathematically gifted.

The mathematical pack is for one or two pupils to work through independently. It is a cassette tape is provided for the pupil to read. A fair amount of organizational ability is required of the pupil, who must make cross-references between the tape instructions, the diagrams in the booklet, models he is asked to make and be prepared to write the project which is characteristic of mathematically gifted children.

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Detail from the Dupuyx Tapestry, the subject of "Discovering History".

plotted in the pack is the relation of the contents with the normal curriculum for the age range. Rather than step outside the normal topic areas, many teachers would prefer to see deeper mathematical processes catered for, but within a context closer to the normal work done.

That could be via open-ended mathematical investigations, historical ideas and symbolism or challenging puzzles. For example, most eight-year-olds are tackling arithmetic with place value and do not always work in many bases other than 10, so within the context of place value, enrichment could take the form of calculations in other bases, history of place value and other notational systems, or puzzles such as those involving reversing order of digits) which demand deeper understanding of the concepts.

Exploration of further development for enrichment material will no doubt now grow. Beside the two strands of development mentioned, the introduction of electronic calculators and the interactive and visual possibilities promised by the microcomputer will give new resources to all concerned with building in original and individualized extensions to the core curriculum. The Schools Council materials now published have made an exciting and fruitful start to that process and deserve to be widely consulted.

Neither is it suggested that children (while not showing any signs of giftedness) may well show signs of giftedness in particular areas. The idea of the project is to provide a series of activities which are likely to be of use to all children, but which will also provide a challenge to those who are mathematically gifted.

The mathematical pack is for one or two pupils to work through independently. It is a cassette tape is provided for the pupil to read. A fair amount of organizational ability is required of the pupil, who must make cross-references between the tape instructions, the diagrams in the booklet, models he is asked to make and be prepared to write the project which is characteristic of mathematically gifted children.

The topics dealt with are ones which would be familiar to middle school and secondary school teachers: conodonts, swarms, reflections, enlargement, a point on a rolling disc, constructing triangles and associated areas, area and volume relationships of cuboids. Those topics are fully illustrated with diagrams which could be outside the usual syllabus. All the work is set in attractive contexts and takes advantage of the fact that the mathematically bright child will pick up the new concepts, notations and skills without repeated explanation and practice.

The emphasis is mainly on new topics and symbolism, though there are places which invite investigation and (mainly in the cuboid work) generalization. There is also considerable practical work (in basins, history of place value and other notational systems, or puzzles such as those involving reversing order of digits) which demand deeper understanding of the concepts.

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Discovering History—Humanities. £29.95.

According to the publicity sheet which arrived with this pack, there are more "gifted" people about than perhaps you realize. I am not one of them. I was unable to work the slide viewer—a strip of plastic that folded in a devilish ingenious way to provide a peephole through which I peered, bemused, at a blur.

On page 11 of one of the booklets, I dimly like me were referred back to page two for instructions on how to use the slide viewer. There were none. So I took it down to Lucy's school and cornered the deputy head. "Why doesn't this work?" I asked. "Easy," he said, "it hasn't got a lens." Clearly he is a "gifted" case, and I now hold him in exaggerated respect.

A gifted adult is easy to recognize. He, or she, can fiddle through a cassette blindfold, programme a pipe roller through a computer, understand DHSS leaflets, or—have demonstrated (or rather not demonstrated), spot design flaws in bits of educational technology. But how do you pick out "gifted" children?

The game in the pack is to provide an opportunity to use skills and opportunities in the transformation of the child's own work. The idea of the project is to provide a series of activities which are likely to be of use to all children, but which will also provide a challenge to those who are mathematically gifted.

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Are they merely a few fearsomely literate and/or spectacularly numerate toddlers? Or are there thousands of severely gifted children who are switched on only by more random stimuli—from bees and humans to Bonaparte and Baudelaire?

Anyway, let us assume that you have identified those in your class. What do you do with them, other than reserve them places on the new Tery escalator out of the main-tained system? Time and money are not on your side: cuts in capital and staffing mean that you are already broke and fully stretched.

Enter the Schools Council (like the Fifth Cynvri) with pre-packed "Curriculum Enrichment for Gifted Children" of seven and upwards in Maths, History, Environmental Science, and Creative Arts. And in spite of the awfulness of that "marrowbone jelly for pedigree dogs" title, the history materials in least are solid, worthy pieces of work.

The pack, in a plastic wallet, comprises two copies of two students' booklets, a sound cassette, a tape script, a set of 37 slides of the Bayeux Tapestry, a slide viewer (hopefully with lens), and a teacher's guide (in which I cannot comment as my review pack did not have one).

The first, and fatter, booklet has 62 pages (A4 size) of big print text and commentary. Its scheme of work involves the pupil in the use of the slide set and the cassette. Its technique is to pose well-phrased questions on text, slides and recording, and to provide model answers against which the pupil can check his own responses. The language is often, but not unnecessarily, complex. Its title, *Discovering History*, tells you that it is about evaluating evidence and imitating the historian as detective. It is, in short, in direct line of descent from the Schools Council History 13-16 Project. In its emphasis on teaching the skills of the discipline.

The booklet opens with the question "How do we know?" and deals with evidence from pictures and written sources. The pupil is then led carefully—by slides, sound recording, commentary and questions—through Harold's experiences in Normandy, his assumption of the crown, and William's Conquest. Written accounts of the battle of Hastings are sketched out of the Conqueror and a treatment of the

"Song of Roland" are then set out for analysis. The booklet classifies with an examination of some of the physical evidence of the Conquest and occupation, and suggestions on how the pupil might write the histories of himself, his environment and the changes that have taken place since his granny was a child.

The second booklet, *Discovering Churches*, is much simpler—16 pages for aims to show children what to look for in churches that are wholly or partly medieval. The techniques are the same as in *Discovering History* and useful work is done on monuments, sculptures, architectural details, and church architecture. Suggestions for the pupil's own research take up the last three-and-a-half pages.

Ran Smith, author of the booklet, is to be congratulated on the serious but instantly way in which he approaches his readers. However, not convinced by his claim that pupils will be able to work independently through the pack. References back in the text to the "juggling with slides and cassette recorder" are in my experience, a recipe for puzzlement—if not confusion—even among very able pupils.

The pack, then, is useful in itself and as an exhortation. But its cost is £29.95 for the history unit, or £15 for all four enrichment packs. Primary and first schools simply do not have that kind of money. My gifted pupil had just £76 to spend on his class last year. What does the Schools Council expect him to give up in order to buy in a bit of "curriculum enrichment" for, say, four children—chalk, glue, paper and books for all the rest?

It is a grotesque error to pitch the price of materials like these so far above the copious of the market to take more than a few copies. If the Council is to have any effect on educational practice—as distinct from educational policy, to which we can all listen for free—it needs to establish a more sensible publishing policy, related strictly to what schools can afford. Without such a policy, its curriculum enrichment project (and all the others it funds with public money) will be little more than white elephants from Quango-land.

We deeply regret that Tony Howarth, a regular and valued contributor to the Resources pages, died suddenly on Thursday, March 6. His obituary appears on page 18.

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## extra Economies of scale

A. H. Crocker on alternatives to the language laboratory

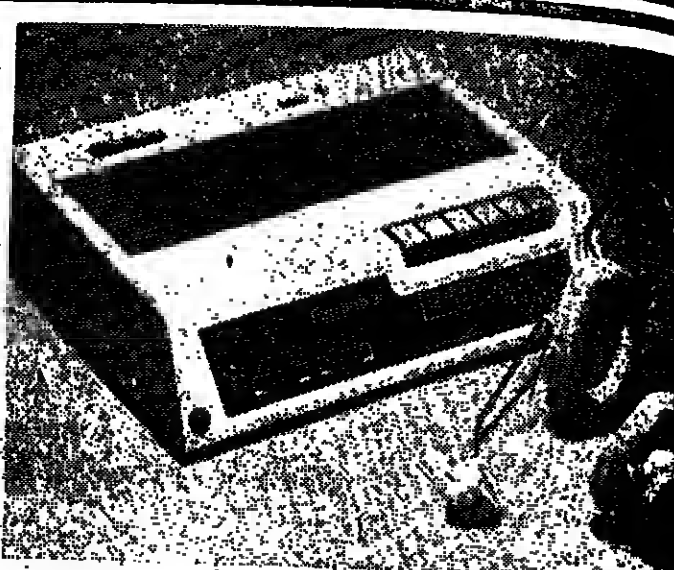
It is some time since language laboratories fell from general favour in education in this country. Many of the language laboratories which were installed have been used to good effect, but they are probably now getting seriously close to the end of their lives. High replacement costs militate against replacing them with new laboratories. So what are the alternatives?

One way of using language laboratories involves students being issued with a ready recorded programme on tape, placing that recording on a student unit of the language laboratory and recording responses on the second (student) track of the tape. Unfortunately, there has been sufficient market interest in independent student listening and recording to develop a range of recorders and language tapes for some companies to develop. And, unfortunately, this type of equipment, also sometimes known as language trainers or minilabs.

Currently there are at least six models of language trainers available in the United Kingdom all of which use programme tapes in cassette format. Four of these trainers are British made, two Japanese and one Austrian. The two Japanese models are one of the British models are not normally manufactured in accord with the relevant British and International Standards (BS5817 part 10 and IEC 574 part 10) which are identical. Each of these models, however, can be supplied in modified form to comply with the standards.

Compliance with the standards provides the advantage of programme compatibility among the language trainers and with European cassette language laboratories, which is important to users who hold libraries of cassette tapes. The standards specify the use of the lower half track on the tape for the master programme and the upper half for student responses. This results in an undirectional cassette, ie, one which cannot be turned over for a second programme. It also provides full compatibility with normal cassette recorders and players which allow the recording of master tracks on such equipment without interference from responses which may have been recorded by other students.

The non-standard track configuration uses the lower half track split into two quarter tracks with



The Flexilab 2.

ona quarter for master and the second quarter for student responses. This system does enable the cassette to be turned over and the other half of the tape to be used for a second programme and also allows the teacher to play back student responses on a normal recorder for student evaluation. However, the system effectively eliminates the possibility of recording student responses at the same time as a master recording is being made. The effect is "cross-talk" of student response to the master track and of master programme to student track. The latter effect presents no problem, but the former means that when student responses are recorded on the master track, they cannot be erased until a new master programme is recorded.

Some of the language trainers can be connected to a teacher-switchboard to give "live" language laboratory facilities. The teacher could then at least monitor students and distribute master programmes for transcription, other facilities might include remote control of tape stop and master track change, a two-way communication facility between teacher and selected students and all call. Some of the supplying companies will even offer on installation service including booths and so on from which the "student units" may be removed as portable language tutors.

The British-made language trainers currently available are ESL's Flexilab 2, Philips AAC 4000, Smith's Sullitron P.L.T. 99 and the Sullitron M.T. 6. All are worthy of consideration and cost between £100 and £160 excluding heads which may cost up to about £30 each. Each of these trainers may be connected to a "low level" language laboratory facilities. All except the Smith's Sullitron P.L.T. 99 are normally manufactured in accordance with

the half and half track configuration standard, and the P.L.T. 99 is modified.

Other language trainers are the TM-406, Philips AAC 4000, Sony ER-1000. Of these only the Philips AAC 4000 and the Sony ER-1000 comply with the standards. The Philips AAC 4000, although a distributor of the AAC and the models will supply modified versions. It is understood that Sony currently considering producing the ER-1000 to the half and half track configuration. Both the AAC 4000 and the Sony ER-1000 are available for purchase or hire from the same source as the Sony Trivlab.

The Sony ER-1000 is not self-powered, but requires a power supply which may be purchased from either a separate source or from the Sony Teacher Switchboard L.C.C. 1000 which is connected to the main supply. The ER-1000 may be connected directly to a teacher-switchboard or operate from a teacher's control unit. Prices of these models are approximately: ranges of £100 with headset. A better headset is desirable in some cases and may cost up to about £30.

## Market developments

From Television to Home Computer Edited by Angus Robertson Blandford Press. £8.95

In this entertaining book, a series of articles has been brought together to present the current and future states of consumer electronics in a way that makes sense to the uninitiated. Although not intended as a handbook for the technically-minded, the book is a professional interest in educational technology or computer sciences.

The book brings together all the recent developments in consumer electronics, indicates their relationship to each other, and makes constructive predictions about future technology.

In addition to various aspects of television technology, which occupies more than half of the book, there are articles about home computers, home security systems, electronic watches, calculators, hi-fi, language radio and in-car entertainment. The book maintains a high level of interest and holds the attention of anyone who is mildly interested in the subject.

Obviously, as in any compilation, there are some articles which will prove more absorbing than others. The book is a very engaging and educational introduction to the related applications

## Movie brats

by Rosalind Hawkins

Making movies is fun and can be educational too as an increasing number of schools are realizing. Few have made feature films though, and probably none can boast 10 productions publicly screened in a month.

On Saturday and Sunday afternoons throughout March, members of the children's cinema club at the Institute of Contemporary Arts can see films with titles so diverse as *Waves* and *Sons of Satin*, including two 90-minute colour productions, all made by boys at Forest Hill Comprehensive in south-east London. Out of more than 50 produced since the founding of the school's Film Unit, 10 films make up the ICA's "Forest Hill Movie Brats" programme.

Although 8mm is used for practical work by those taking the CSE, 16mm film studios, courtesy of Forest Hill and the "brats" group, has its own Portapak video camera, the Film Unit works entirely in 16mm.

"We try to adopt a professional approach and 8mm is very limiting," says English teacher Colin Finbow, who is the inspiration behind the unit. In 1969, he used his own camera with a third-year class to make a documentary about dreams. That was followed by a second year "adaptation" of a chapter from Golding's *Lord of the Flies*.

From these fairly conventional beginnings in the English classroom, filming at Forest Hill grew into an established extra-curricular activity. Two years later they have equipment which includes three 16mm 8mm cameras, a lot of public recognition for their work, two of their films have been shown on television and more than 50 film productions, included among the "predictable" assortment of ghost, war, sci-fi and vampire flicks, are two adaptations of *Lord of the Flies*, documentaries on Benjamin Britten and Dylan Thomas and several "experimental" natural history films. The two features are *Something Wicked This Way Comes*, made in 1978, about Ray Bradbury's famous novel of the same name, and their latest production, *The Custard Boys*, based on a book by John Raa, now headmaster at Westminster School.

While filming at Forest Hill may be fun, it is also a dedication and hard work. The *Custard Boys* cost nearly a year to make, with shooting and post-production being confined to school holidays, evenings and weekends. Now the same team is devoting its spare time to making a 50-minute documentary about what remains of the historic castle on the Grand Union Canal.

These three boys to whom I spoke on my visit to the school were made up of time better spent on roller skating or playing football and according to 13-year-old Angus Robertson, "it's only for peasants". Even the temptations of *Taste the Blood of Dracula* (appearing next door to members of the school's film society were not enough to prevent the boys talking about *The Custard Boys* to which all had contributed. Angus, cameraman, Andrew Flaury as lighting engineer and Kiran Garche as the sound recordist.

Nevertheless, all are keen members of the society, which has recently been established and agreed that the making of films is a serious business. "We had made them more aware of cinema," Andrew said. "I used to judge a film just by its story, but now I notice things like the lighting and editing and whether there are any good shots." "A four-year Kiran thinks that commercial films and their over-productions are best received if they contain plenty of blood and when he's recently practically "killed" the *Forest Hill Movie Brats* programme, Kiran's vital contribution is "certainly the film's own blood". He is not in his own head, as he says, "I have used to be like that at the cinema, but now I'm not."

Details: The Institute of Contemporary Arts, The Mall, London SW1 (box office 01-930 8647).



From "Something Wicked This Way Comes".

Norfolk village in 1942, it tells of a gang of teenage evacuees from London acting out a war game against the local boys—a game that ends in tragedy. I haven't read John Raa's book, but the script by Kiran Garche and Colin Finbow seems very realistic as it examines how the kids interpret the adult views of heroism that are forced upon them. The two main parts are played with extreme ease and insight by Chris Chescoe and Eric Miller; the acting would measure up well against any professional child performers. Despite the occasional insubstantial line or badly framed shot, the film is technically very competent. Lighting is pleasing throughout and camera-work imaginative. The whole production has obviously been thoroughly researched. Costumes and sets are all perfectly in keeping with some splendid props—force cornflakes, Weights cigarettes, art deco wireless sets, knitted tea-cosies.

Including extras for the crowd and school scenes. The *Custard Boys* had a cast of more than a hundred. The Forest Hill shorts I saw are less ambitious, but equally competent. I particularly liked *24 Frames* (1975, 30 minutes), in which two young movie buffs escape their own movie versions of scenes from *Bay Rider*, *Benny and Clyde*, *Midnight Cowboy*, *Dracula*, *Zorba the Greek* and other well-known films.

As with all Forest Hill films, the boys have responsibility for all aspects of production with one big exception—directing. Only once has Colin Finbow assigned the role of director to a member of the unit, and he says the results were disastrous, largely because the actors and crew had no confidence in the new director.

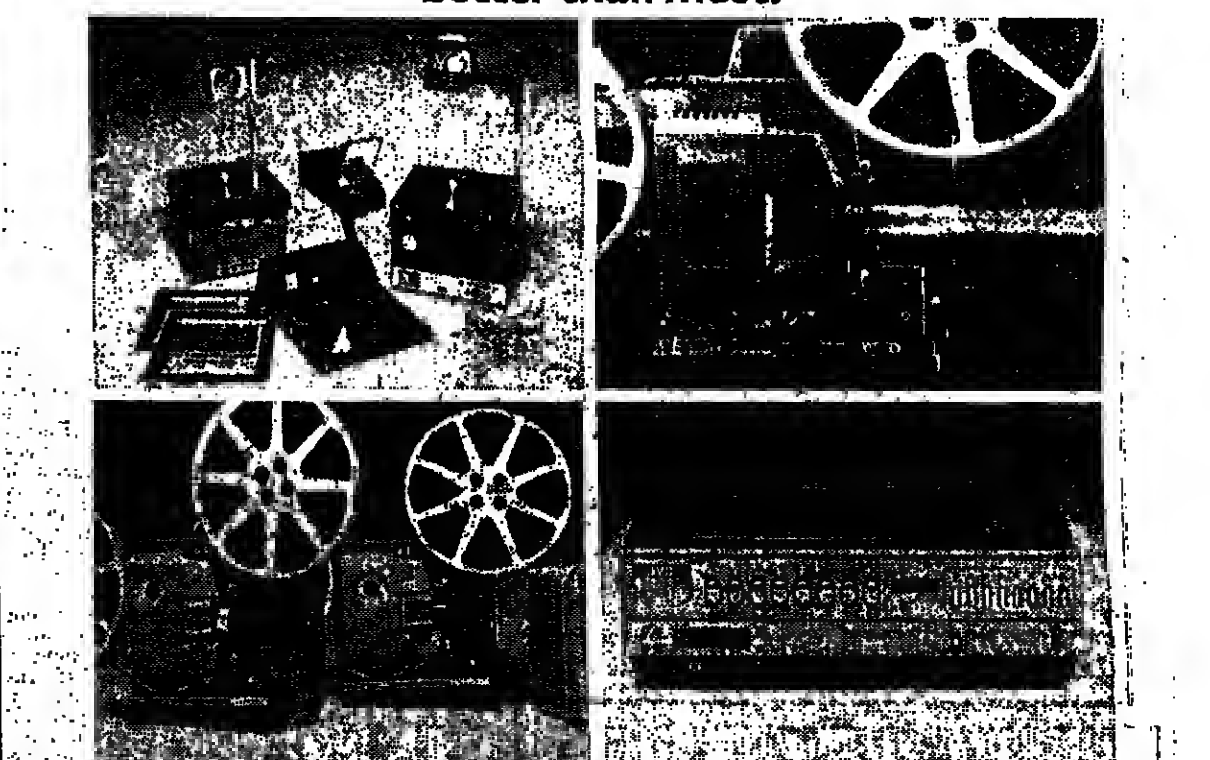
Colin Finbow's argument for not letting his team dabble in directing is that they can't afford it. The Unit operates on a shoestring, all revenue coming from proceeds from the school's annual "Film Festival", subscriptions from members and other occasional minor loans and gifts. The *Custard Boys* cost a humble £600, of which £50 went to hiring library film. Commercially made films rarely cost less than £1,000 a minute. Earnings from the ICA season may allow more flexibility. Colin Finbow hopes that some may go towards a second-hand Minolta. Since the Unit has no synchronizer, editing is done by a laborious process of determining cuts through a small viewer and counting the frames by hand. Any school which has the patience to do that deserves success.

The remaining "Forest Hill Movie Brats" programme is: March 15 and 16: *Something Wicked This Way Comes* (1978, 90 minutes); March 22 and 23: *Short Stories* (2); *Crops* (1972, 25 minutes); *Legends* (1972, 25 minutes); *24 Frames* (1975, 30 minutes); *Homecoming* (1974, 30 minutes); *The Custard Boys* (1979, 90 minutes). All programmes start at 3.00 pm and are suitable for children over 11.

Membership to the ICA Children's Cinema Club is free with the first ticket bought (all tickets are 50p), and the club is open to all ages over 11. Details: The Institute of Contemporary Arts, The Mall, London SW1 (box office 01-930 8647).

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## extra Applied technology

Liz Heron on the work of the Council for Educational Technology

To start with, the term "education of technology" demands a certain degree of clarification. A consideration of the work of the Council for Educational Technology has to take into account both the general use of the term in the sense of media resources such as transparencies, audio-cassettes, video, film, television, and letterly computers; and its use as defined by the CET in its annual report: "The Council interprets the term 'educational technology' as being concerned in the broadest sense with the design of learning systems, drawing upon all the available media, resources and communication techniques in the most effective manner to achieve stated ends."

While many teachers and others involved in education certainly recognize the value of audio-visual media as teaching aids, and resources - and in some cases, this recognition includes a concern for the use of these media to be accompanied by the development of a critical awareness of the techniques and the everyday effects of the media; witness the growth of media studies and film studies - it does not follow that they would be in sympathy with the behaviourism of CET's conception of curriculum design and its insistence on the importance of programmed learning.

Bob Ferguson, head of the Department of Educational Media at London University's Institute of Education, is critical of CET's mechanistic approach: "The first thing it should do is see its own existence as problematic and develop some awareness about its relationship to society. You can't divorce media utilization from the state of schools and the kind of society you have."

### Selective use

Nonetheless, within the vast range of CET projects and publications there is undoubtedly a good deal of information and material that can be put to selective use without the less palatable elements having to be swallowed at the same time.

The case for highly structured learning in mathematics and the sciences can be argued, particularly with teacher shortages to those areas. Among CET's working papers is a report on "A level education and educational technology in schools and colleges" which contains case studies of a variety of courses.

These include the ILEA "APET" project in A level physics (of the course reported this is the only one included with the specific purpose of trying to find a solution in the shortage of experienced physics teachers) and an account of an A level French course in a sixth-form college.

using recorded television, BBC Radiovision, slide-tape materials and drama sessions, as well as the more traditional text and grammar teaching; providing some helpful guidelines for teachers planning their own courses.

One project which the CET regards as a significant achievement is its Local Authority Support Services for Educational Technology, a list of papers consisting of a questionnaire on resources provision; a paper on advice and information services available; and how teachers can make full use of these, with a complementary booklet on in-service training; a booklet on support services at school level; papers on technical support; maintenance, servicing, and loan; materials production; and purchasing.

The council's approach to local authorities throughout the country, with a proposal for such a project some years ago, met with a positive response from a local authority, and the work was produced in consultation with various I.A.S.s. The council welcomes information on the usefulness of the papers and is open to contributions and suggestions.

### User specification

CET's activities include the production and publication of a user specification for educational and training equipment, and these are drawn up by a working party whose aims are to give users a guide to the facilities and performance they should look for when buying equipment, and to communicate user requirements to manufacturers. The most recent additions to the list are user specifications on cassette audio tape recorders and playback units; magnetic slide projectors for 50 by 50mm slides; a guide to the selection of electronic calculators; and a code of operating practice for overhead projectors. A survey is currently being carried out to determine the extent to which microcomputers are being used in schools.

A handbook on Producing Guides to Local Resources and a booklet Focus on Safety, a guide to the safe handling of audio-visual equipment, have recently been issued, and a new publication, a compilation of magazine articles on microcomputers in education.

Last September the council set up a unit that will function as a Prestel umbrella service for educational organisations which wish to make information available on Prestel. CET intends it to become self-financing after two years' operation.

The advent of Prestel and other videotext systems has brought with it new problems on copyright, an issue which CET has been involved with for some years, with the aim of facilitating copying with teaching for educational uses. It is in touch with the Department of Trade and Industry, and is working on an advisory capacity in connection with the drafting of new copyright legislation.

The first experimental edition of the British Catalogue of Audio-Visual Materials is the outcome of several years' collaboration between CET and the British Library. It contains over 5,000 items of audio-visual material for education, and the records have been added to the British Library's computerized information services (BLAIS).

CET sees the smaller projects as test cases which, if successful, can lead to a wider application. One example of this is their Radio Solent Archives for Education Project, which was given support by the BBC in response to a request from the project for assistance to continue research, or archival materials within Radio Solent.

A wide range of materials compiled from the daily output of the station were edited, copied on to cassette and catalogued under subject headings. Contacts have been made with the country, with a view to recording, or preserving, the material. A new project is under way to record, or preserve, the material. A new project is under way to record, or preserve, the material.

materials produced is available from CET.

These projects and publications are well as these the council is active in a large number of schemes where its central concern is "educational technology" in the sense of "learning systems". The council continually emphasizes the importance of involvement in the things are taught, and not the separation to maintain.

For instance CET designed teaching programmes, adopting a "behavioural objective approach" based on domains and hierarchies of knowledge, present an authoritarian view of knowledge that can be predefined and taught, with the assumption that the same conceptual structures are applicable to every specialist. It is precisely on these grounds that the TEC (Technical Education Council) programme has had a successful opposition from guest studies lecturers in T.E.

Disappointment that other do not share CET's enthusiasm for a technological transformation of education is another refrain.

Yet it is hardly surprising the organizations like the Adult Council for Adult and Continuing Education should go on supporting and defending institutionalized adult education - at a time when adult education is extremely vulnerable to cuts, a backward step in CET's view, in comparison with the potential for technology to dispense with institutional learning and enable students to learn at home with the help of microelectronics.

CET reports that "open learning" has gained considerable momentum over the past year. It is committed to channeling a lot of activity into this area, anticipating an enormous increase over the next decade, with closures bringing a decline in the number of institutions which offer courses to mature students. "Open Learning" has got off the ground with a number of colleges now operating "flexi-study" schemes. Buxton College was the first to develop such a scheme in conjunction with the National Extension College. Among such other centres are the City of Bath College of Technology, Halesowen College and Shrewsbury Adult College. Students buy NEC correspondence courses and enrol as students at the college going to centre. In some cases "flexi-study" has introduced the support of group meetings where they did not exist before.

### Individual learning

If cuts mean that classroom based courses are no longer available, individual learning would be an alternative. Though many students would not regard it as an adequate substitute.

Open learning may be cheaper and in principle at least, available to greater numbers of people whose work and domestic circumstances are incompatible with institutional timetables. But if education is more than just passing on knowledge and getting qualifications, its social context is also important.

One example is the value of adult education classes for women - the only sector where women students are in a majority - an antidote to isolation and providing a perspective that encourages confidence and the motivation to study.

Rather than reverse this process by reinforcing individual isolation, and an inevitable tendency to active ideas, passively received, advances should be seen as potentially changing the social circumstances that head-on study many people (like more problems with children). It is surely not unrealistic to expect improvements through technology rather than see it simply adopted to existing problems and claimed as a solution.

It is now technology rather than opposition to it that is the problem. CET ought to recognize

## Cultural identity crises

Victoria Neumark on films for multi-ethnic education

Black Britain  
57min, colour, sound  
On hire from The Other Cinema, 12 Little Newport Street, London WC2E 8JL

Southall on Trial  
30min, B/W, sound  
Dread Beat and Blood  
45min, colour, sound

Multi-Race Britain  
10 films, each 25min, colour, sound  
Multi-Coloured Swoop Shop; Cross Talk; We Are Our Own Liberators; Where People Live; Home Away from Home; Asian Self-Help; I can Talk to My Parents; Great Expectations; Police Community Relations; Hands Across the Sea  
All available from Concord Films, Council, Nacton, Ipswich, Suffolk.

From "Somebody's Daughter"  
17min, colour, sound  
Racer for Survival  
45min, colour, sound  
Somebody's Daughter  
5 min of 30min, black-and-white, sound

All so hire from Central Film Library, Government Buildings, Bromley Avenue, London SE16 7JL. Tel: 743 335. As from April, 1980. Teachers' Notes from ILEA Learning Materials Service, Highbury Grove Road, London N5. Tel: 226 511.

Multi-cultural society entail the application of its ethnic minorities. A number of films produced in the past two years explore the need to affirm their own cultural identity, experienced by black and Asian youth.

The BBC's 10-part series "Multi-Race Britain" looks at cultural differences as a potentially unifying force. It is a balanced survey of the interactions between minority and majority cultures - which seems to be aimed chiefly at educating potential educators of ethnic minorities.

These Cross Talk looks at the communications difficulties caused by different varieties of English: Multi-Coloured Swoop Shop surveys experience in multi-cultural education in primary and secondary schools in the North and Midlands; Great Expectations suggests ways to tackle the problem of West Indian alienation in the secondary school.

Of more general interest are Where People Live and Home Away from Home on local housing policies towards West Indian and Asian communities, and Police Community Relations, which addresses police-ethnic community liaison.

We Are Our Own Liberators and Asian Self-Help look at the growth of self-help organizations among these communities which have tended to grow more militant in the face of anti-black propaganda, but which still depend for funding on the increasingly scarce grants of local authorities.

The last film of the ten, Hands Across the Sea, looks at the Surinamese population in Holland, which traces a similar history to that of Asian with our own West Indian community. The Dutch Government has put a lot of money into breaking down old prejudices, funding a two-way language-training scheme for teachers, and discharging positively in jobs and housing. That the Surinamese still express deep resentment at the alleged discrimination in this respect is too. "If you keep on saying you are a traditional music Surinamese, who you are" says a Surinamese. A beautiful solution, if it could only work.

It is not an all too academic, and there are a number of other films which get at the heart of the black and Asian



From "Somebody's Daughter"

and Asian experience. I'm Here! is a short film made by a group of unnamed boys at Shoreditch school in the East End of London. Its projected aim is to be one of a number of films which set out to "present a positive self-image of minority groups", "increase understanding of each other's groups", "foster sensitive recognition and respect for all groups in a culturally diverse environment."

Whether I'm Here! lives up to these aims is debatable. The boys' commentary on their own lives as the camera follows them through school, grocery shop, sweet shop, mosque, travel agency and street is often moving. ("I'm sad, not here is my mother and father") and the images add real bite and depth, but ultimately the film is too inaccessible to non-Bangladeshi audiences. It depends too much on specialist knowledge of Bangladeshi culture - for example the definition of "bela" and "haram" - as applied to meat would be meaningless to a non-Muslim. As an incentive to school children to make similar documentaries about their own lives, the film could be very useful, however.

Two other films produced by the ILEA ETV centre are far more polished: both are made by Noel Hardy. Somebody's Daughter was the subject of ill-judged outrage when it was first shown in London schools. Its five episodes are now available on film and are an excellent portrayal of, among other

things, the difficulties facing a young couple, one black, one white, unmarried and with a baby on the way. They also contain a brilliantly conceived sequence showing the childbirth, which in itself could well be used to dispel fear about this natural function.

The series includes material on the unemployment/crime spiral which besets so many black youth and on the prejudices of older people on both sides - Winston's father calls Mandy "white trash".

Mandy's mother can hardly spit out her horror that Winston is black. It is not only the vicarious conviction of the characterization which makes Somebody's Daughter so compelling watching, but the way in which the "problems" it deals with are woven into the fabric of these characters' daily life.

Race for Survival, Noel Hardy's other film, goes further into the experience of young West Indian-descended people. The title is taken from a remark by one of the boys interviewed, a well-qualified school-leaver who had grown past initial shock that "the first taste of life outside school... was the quote to a wry resignation. "It's a race for survival, and we're being held back... just when we think we're going to make it, and leap over the edge, the edge grows ten feet taller."

When one is in that black school, leaving got the jobs that ten in 15

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Janet Carroll on 01-837 1234 ext. 312

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| To protect property        | 85                            |
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| To protect the environment | 75                            |

## SUMMER 1980

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### CENTRAL OFFICE APPOINTMENTS

(Director of Education, Princess House, Princess Way, Swansea)

**Bishopston Junior, Bishopston Road, Bishopston, Swansea**  
(MIXED) (288 on roll) (Age range 7 to 11 years). A HEADTEACHER is required for this GROUP 5 School. To commence as soon as can be arranged. (Post Ref. CP3/1.7.80/TES.)

**St. Theresa's R.C. Primary, Southdown Road, Port Talbot**  
(MIXED) (224 on roll) (Age range 3 to 11 years). A HEADTEACHER is required for this GROUP 5 School. To commence September, 1980. (Post Ref. CP2/7.00/TES.)

**A Peripatetic Brass Instrumental Music Teacher**  
is required to teach in West Glamorgan Secondary Schools. A trombone specialist would be preferred. This is a SCALE 2 post for qualified teachers, but other experienced musicians would be considered as instructors (minimum qualification—Associated Board's Grade VIII). To commence as soon as can be arranged. This is a readvertisement. (Post Ref. CD/3.7.80/TES.)

### SWANSEA DISTRICT APPOINTMENTS

(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea)

**Cefn Hengoed Comprehensive, Caldicot Road, Wincob, Swansea**  
(MIXED) (1,815 on roll) (Age range 11 to 18 years). This is a social priority school. All appointments to commence as soon as can be arranged.

(i) A DEPUTY HEADTEACHER is required for this GROUP 12 School. The successful applicant will be expected to take an active part in the policy making and management of the School but specific responsibilities will be determined by the light of his/her experience and interests. (Post Ref. MS18/4.7.80/TES.)

(ii) A teacher of ART and DESIGN to specialise in Graphics and Photography—SCALE 1. (Post Ref. MS18/4.7.80/TES.)

(iii) Two teachers for teaching of FRENCH to teach up to G.C.E. level, SCALE 1. (Post Ref. MS18/4.7.80/TES.)

(iv) To teach HISTORY to C.S.E. level, SCALE 1. (Post Ref. MS18/4.7.80/TES.)

**Dynaford Comprehensive, De La Beche Street, Swansea**  
(MIXED) (1,000 on roll) (Age range 11 to 18 years). To teach MATHEMATICS/NUFFIELD SCIENCE to C.S.E. level, SCALE 1. To commence in September, 1980. (Post Ref. MS18/4.7.80/TES.)

**Oletha Comprehensive, Gower Road, Sketty, Swansea**  
(MIXED) (2,000 on roll) (Age range 11 to 18 years). To teach TECHNICAL DRAWING/TECHNICAL STUDIES, SCALE 1. To commence in September, 1980. (Post Ref. MS18/4.7.80/TES.)

### GORSEINON DISTRICT APPOINTMENTS

(District Education Officer, Gorseinon District Education Office, 11 Edin. Princess Street, Gorseinon, West Glamorgan)

**Bishopston Comprehensive, The Glebe, Bishopston, Swansea**  
(MIXED) (720 on roll) (Age range 11 to 16 years). There is a vacancy for HEAD OF FACULTY OF SCIENCE. The successful applicant will be expected to have a degree or equivalent qualification, which would be a suitable basis for teaching their subject within the faculty. The faculty is comprised of the following disciplines: Sciences (General, Rural, Environmental, Physics, Chemistry, Biology), Mathematics, Technology and Home Economics. To commence in September, 1980. (Post Ref. MS18/4.7.80/TES.)

### MORRISTON DISTRICT APPOINTMENTS

(District Education Officer, Morriston District Education Office, Morriston Infant School, Naeth Road, Morriston, Swansea)

**Bishop Vaughan R.C. Comprehensive, Mynyddgarnydd Road, Morriston, Swansea**  
(MIXED) (1,080 on roll) (Age range 11 to 18 years). A SENIOR MASTER/MISTRESS is required. To commence in September, 1980. (Post Ref. MS18/4.7.80/TES.)

**Cwmfawr Comprehensive, Pontardawe**  
(MIXED) (1,860 on roll) (Age range 11 to 18 years). All appointments to commence in September, 1980.

(i) Head of ENGLISH, SCALE 4. (Post Ref. MS18/4.7.80/TES.)

(ii) To teach MATHEMATICS, SCALE 1. (Post Ref. MS18/4.7.80/TES.)

(iii) To teach RELIGIOUS EDUCATION, SCALE 1. (Post Ref. MS18/4.7.80/TES.)

**Morriston Senior Comprehensive, Heol Maes Eglwys, Cwmhydydalw, Morriston, Swansea**  
(MIXED) (1,120 on roll) (Age range 13 to 18 years). All appointments to commence in September, 1980.

(i) To teach PHYSICS, SCALE 2. (Post Ref. MS18/4.7.80/TES.)

(ii) SPECIAL EDUCATION, SCALE 2. A Diploma in Special Education or School Counselling would be an advantage. (Post Ref. MS18/4.7.80/TES.)

(iii) To teach FRENCH, SCALE 1. Other subjects offered such as MUSIC and ENGLISH would be advantageous. (Post Ref. MS18/4.7.80/TES.)

(iv) To teach GEOGRAPHY possibly to 'O' and 'A' level for an appropriately qualified applicant, SCALE 1. (Post Ref. MS18/4.7.80/TES.)

**Ysgol Gylun Yselyfara, Glanyralon Road, Yselyfara**  
(MIXED) (1,200 on roll) (Age range 11 to 18 years). All appointments to commence in September, 1980.

(i) A DEPUTY HEADTEACHER is required for this GROUP 11 School. Applicants must be fluent in Welsh. (Post Ref. MS20/7.80/TES.)

(ii) A graduate in education to be responsible for the teaching of ECONOMICS of 'A' level and to assist with BUSINESS STUDIES, SCALE 2. The medium of instruction is Welsh. (Post Ref. MS20/7.80/TES.)

(iii) An honours graduate in HISTORY is required to assist with the teaching of the subject throughout the School including 'A' level work. The medium of instruction is Welsh. SCALE 2. (Post Ref. MS20/7.80/TES.)

(iv) To teach SCIENCE and MATHEMATICS, SCALE 1. The science teaching would be to pupils in the first three years who need special help to overcome difficulties in mastering basics. Science and Mathematics are taught through the medium of English, but applicants must be fluent in Welsh. (Post Ref. MS20/7.80/TES.)

### NEATH DISTRICT APPOINTMENTS

(District Education Officer, Neath District Education Office, Cadroxton Road, Neath)

**Cain Sasaon Comprehensive, Cimla, Neath**  
(MIXED) (800 on roll) (Age range 11 to 18 years). A DEPUTY HEADTEACHER (ACADEMIC) is required for this GROUP 10 School. To commence in September, 1980. (Post Ref. MS11/24.7.80/TES.)

### AFAN DISTRICT APPOINTMENTS

(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot)

**Cymer Afan Comprehensive, Cymmer, Port Talbot**  
(MIXED) (887 on roll) (Age range 11 to 18 years). This is a social priority school. All appointments to commence in September, 1980.

(i) A graduate in ENGLISH is required to assist with the teaching of this subject throughout the School. The successful candidate will be expected to contribute to an established interest in the development of language through contemporary education, SCALE 1. (Post Ref. AS4/27.7.80/TES.)

(ii) A graduate in ENGLISH is required to assist with the teaching of this subject throughout the School. The successful candidate will be expected to contribute to an established interest in the development of language through contemporary education, SCALE 1. (Post Ref. AS4/27.7.80/TES.)

(iii) To take responsibility for the teaching of MUSIC throughout the School and also to prepare music for School assembly and to participate in School productions, SCALE 1. (Post Ref. AS4/27.7.80/TES.)

**St. Joseph's R.C. Comprehensive, Newton Avenue, Port Talbot**  
(MIXED) (883 on roll) (Age range 11 to 18 years). A graduate in ENGLISH is required to teach ENGLISH and to assist in the teaching of RELIGIOUS EDUCATION and HISTORY, SCALE 1. To commence in September, 1980. (Post Ref. AS4/27.7.80/TES.)

**Sandfields Comprehensive, Seaway Parade, Port Talbot**  
(MIXED) (1,105 on roll) (Age range 11 to 18 years). A graduate in HISTORY is required to assist with the teaching of this subject throughout the School. An interest in modern approaches would be an advantage, SCALE 1. To commence in September, 1980. (Post Ref. AS8/27.7.80/TES.)

**Cwmfawr Junior, Cwmfawr, Port Talbot**  
(MIXED) (278 on roll) (Age range 7 to 11 years). A DEPUTY HEADTEACHER is required for this GROUP 5 School. To commence in September, 1980. (Post Ref. AS6/31.7.80/TES.)

**Cymer Afan Primary, Cymmer, Port Talbot**  
(MIXED) (99 on roll) (Age range 3 to 11 years). A DEPUTY HEADTEACHER is required for this GROUP 3 School. To commence in September, 1980. (Post Ref. AS6/31.7.80/TES.)

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### SECONDARY APPOINTMENTS continued

**NORTHAMPTONSHIRE COUNTY COUNCIL**  
CHICHESTER SCHOOL  
Chichester, Sussex  
Applications for September 1980 are invited for the following posts:

(i) To teach PHYSICS, SCALE 2. (Post Ref. MS18/4.7.80/TES.)

(ii) SPECIAL EDUCATION, SCALE 2. A Diploma in Special Education or School Counselling would be an advantage. (Post Ref. MS18/4.7.80/TES.)

(iii) To teach FRENCH, SCALE 1. Other subjects offered such as MUSIC and ENGLISH would be advantageous. (Post Ref. MS18/4.7.80/TES.)

(iv) To teach GEOGRAPHY possibly to 'O' and 'A' level for an appropriately qualified applicant, SCALE 1. (Post Ref. MS18/4.7.80/TES.)

**Ysgol Gylun Yselyfara, Glanyralon Road, Yselyfara**  
(MIXED) (1,200 on roll) (Age range 11 to 18 years). All appointments to commence in September, 1980.

(i) A DEPUTY HEADTEACHER is required for this GROUP 11 School. Applicants must be fluent in Welsh. (Post Ref. MS20/7.80/TES.)

(ii) A graduate in education to be responsible for the teaching of ECONOMICS of 'A' level and to assist with BUSINESS STUDIES, SCALE 2. The medium of instruction is Welsh. (Post Ref. MS20/7.80/TES.)

(iii) An honours graduate in HISTORY is required to assist with the teaching of the subject throughout the School including 'A' level work. The medium of instruction is Welsh. SCALE 2. (Post Ref. MS20/7.80/TES.)

(iv) To teach SCIENCE and MATHEMATICS, SCALE 1. The science teaching would be to pupils in the first three years who need special help to overcome difficulties in mastering basics. Science and Mathematics are taught through the medium of English, but applicants must be fluent in Welsh. (Post Ref. MS20/7.80/TES.)

### NEATH DISTRICT APPOINTMENTS

(District Education Officer, Neath District Education Office, Cadroxton Road, Neath)

**Cain Sasaon Comprehensive, Cimla, Neath**  
(MIXED) (800 on roll) (Age range 11 to 18 years). A DEPUTY HEADTEACHER (ACADEMIC) is required for this GROUP 10 School. To commence in September, 1980. (Post Ref. MS11/24.7.80/TES.)

### AFAN DISTRICT APPOINTMENTS

(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot)

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(MIXED) (887 on roll) (Age range 11 to 18 years). This is a social priority school. All appointments to commence in September, 1980.

(i) A graduate in ENGLISH is required to assist with the teaching of this subject throughout the School. The successful candidate will be expected to contribute to an established interest in the development of language through contemporary education, SCALE 1. (Post Ref. AS4/27.7.80/TES.)

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**Cwmfawr Junior, Cwmfawr, Port Talbot**  
(MIXED) (278 on roll) (Age range 7 to 11 years). A DEPUTY HEADTEACHER is required for this GROUP 5 School. To commence in September, 1980. (Post Ref. AS6/31.7.80/TES.)

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**WILLINGDON**  
(London Borough of) WILLOW ROAD SCHOOL  
Willingdon, Surrey  
Applications for September 1980 are invited for the following posts:

(i) To teach PHYSICS, SCALE 2. (Post Ref. MS18/4.7.80/TES.)

(ii) SPECIAL EDUCATION, SCALE 2. A Diploma in Special Education or School Counselling would be an advantage. (Post Ref. MS18/4.7.80/TES.)

(iii) To teach FRENCH, SCALE 1. Other subjects offered such as MUSIC and ENGLISH would be advantageous. (Post Ref. MS18/4.7.80/TES.)

(iv) To teach GEOGRAPHY possibly to 'O' and 'A' level for an appropriately qualified applicant, SCALE 1. (Post Ref. MS18/4.7.80/TES.)

**Ysgol Gylun Yselyfara, Glanyralon Road, Yselyfara**  
(MIXED) (1,200 on roll) (Age range 11 to 18 years). All appointments to commence in September, 1980.

(i) A DEPUTY HEADTEACHER is required for this GROUP 11 School. Applicants must be fluent in Welsh. (Post Ref. MS20/7.80/TES.)

(ii) A graduate in education to be responsible for the teaching of ECONOMICS of 'A' level and to assist with BUSINESS STUDIES, SCALE 2. The medium of instruction is Welsh. (Post Ref. MS20/7.80/TES.)

(iii) An honours graduate in HISTORY is required to assist with the teaching of the subject throughout the School including 'A' level work. The medium of instruction is Welsh. SCALE 2. (Post Ref. MS20/7.80/TES.)

(iv) To teach SCIENCE and MATHEMATICS, SCALE 1. The science teaching would be to pupils in the first three years who need special help to overcome difficulties in mastering basics. Science and Mathematics are taught through the medium of English, but applicants must be fluent in Welsh. (Post Ref. MS20/7.80/TES.)

### NEATH DISTRICT APPOINTMENTS

(District Education Officer, Neath District Education Office, Cadroxton Road, Neath)

**Cain Sasaon Comprehensive, Cimla, Neath**  
(MIXED) (800 on roll) (Age range 11 to 18 years). A DEPUTY HEADTEACHER (ACADEMIC) is required for this GROUP 10 School. To commence in September, 1980. (Post Ref. MS11/24.7.80/TES.)

### AFAN DISTRICT APPOINTMENTS

(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot)

**Cymer Afan Comprehensive, Cymmer, Port Talbot**  
(MIXED) (887 on roll) (Age range 11 to 18 years). This is a social priority school. All appointments to commence in September, 1980.

(i) A graduate in ENGLISH is required to assist with the teaching of this subject throughout the School. The successful candidate will be expected to contribute to an established interest in the development of language through contemporary education, SCALE 1. (Post Ref. AS4/27.7.80/TES.)

(ii) A graduate in ENGLISH is required to assist with the teaching of this subject throughout the School. The successful candidate will be expected to contribute to an established interest in the development of language through contemporary education, SCALE 1. (Post Ref. AS4/27.7.80/TES.)

(iii) To take responsibility for the teaching of MUSIC throughout the School and also to prepare music for School assembly and to participate in School productions, SCALE 1. (Post Ref. AS4/27.7.80/TES.)

**St. Joseph's R.C. Comprehensive, Newton Avenue, Port Talbot**  
(MIXED) (883 on roll) (Age range 11 to 18 years). A graduate in ENGLISH is required to teach ENGLISH and to assist in the teaching of RELIGIOUS EDUCATION and HISTORY, SCALE 1. To commence in September, 1980. (Post Ref. AS4/27.7.80/TES.)

**Sandfields Comprehensive, Seaway Parade, Port Talbot**  
(MIXED) (1,105 on roll) (Age range 11 to 18 years). A graduate in HISTORY is required to assist with the teaching of this subject throughout the School. An interest in modern approaches would be an advantage, SCALE 1. To commence in September, 1980. (Post Ref. AS8/27.7.80/TES.)

**Cwmfawr Junior, Cwmfawr, Port Talbot**  
(MIXED) (278 on roll) (Age range 7 to 11 years). A DEPUTY HEADTEACHER is required for this GROUP 5 School. To commence in September, 1980. (Post Ref. AS6/31.7.80/TES.)

**Cymer Afan Primary, Cymmer, Port Talbot**  
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Received for September, 1959  
 1. PHYSICAL EDUCATION  
 CHIEF 10199.  
 ASSISTANT MANAGER 10199  
 PHYSICAL EDUCATION  
 The Physical Education Department  
 was opened in 1959 and has since  
 then facilities for the teaching  
 of Physical Education, such as  
 indoor swimming, canoeing, and  
 outdoor swimming pool, rowing  
 and sailing. The department has  
 a large number of students and  
 is a very popular department.  
 Application forms (P.E. 10199)  
 available from the Registrar  
 whom they should be sent.  
 26th March, 1960.

**MEDWAY DIVISION**  
**ROCHESTER, THE MINOR.**  
**110 SCHOOL**  
1100  
(Counselors), 1,100 pupils  
Scale 1 Teacher, 1100 pupils  
October, 1980, to teach 1100  
pupils. The school is in a  
large school building in  
Rochester. The successful  
will be well qualified and  
to maintain the high standard  
of the school. The school is  
An local post for a new  
of the profession. Assistance  
in finding accommodation.  
The school of application, with  
pupils, and the school is  
wondered in the Rochester.

**LONDON**

**NORTHBROOK CHURCH OF  
ENGLAND SECONDARY SCHOOL**  
Taunton Road, Lon. S.E.12  
Hill, 080 miked

Headmistress: Mrs. V. W.  
L. B. MISTRESS wanted to  
teach for one year while  
in debt to an employer.

Application forms available  
Headmistress.

**MANCHESTER**  
RDY'S PHYSICAL EDUCATION  
1 Rotherham Lane, TBS  
Scale 1  
Required for 1st September.  
ROTHERHAM VALLEY COMPREHENSIVE  
SCHOOL  
Rotherham Valley Road, Stockport  
SKO 7HD

Applicants should be able to  
wide range of activities  
willing to contribute to the  
school department. Good  
available of the school.

Application forms obtainable  
and returnable to the Head  
mistress, by 25th  
1984. If possible, please  
send them, please return

**COUNTY COUNCIL  
EDUCATIONAL DEPARTMENT  
HIGHER DAME HIGH SCHOOL  
(Coeducational) VA RC Con-  
nive School).**  
Surrey Street, Norwich  
(850 on rail)  
Required from September 1.  
Applicants to be responsible  
and developed. NOV-  
CAL EDUCATION. State de-  
on experience for this new  
line grant.  
Application forms from  
Director the Education  
of St Giles Street, Norwich  
110.

Scale 1 TEACHER OF PITCH  
EDUCATION 1 boy, 1 girl.  
to BRADLEY 1 boy, 1 girl.  
to HOCKEY 1 boy, 1 girl.  
In September the school  
some 20 pupils on roll  
mixer, sixth form, years  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
11 boys, 12 girls.  
Apply by letter, enclosing  
intro curriculum vitae, a  
names of two professional  
references, and a statement  
of your participation in the  
receipt of a S.A.E. Home  
expenses are paid to according  
to the Authority's scheme.

**NORTHAMPTONSHIRE  
NORTHAMPTON DUSTON  
SCHOOL.**  
Berrwood Road, Duston  
Northampton  
NORTHAMPTONSHIRE  
SCHOOL OF PHYSICAL EDUCATION  
15, ST. JOHN'S STREET, NORTHAMPTON

**JOSEPH HOWNTREE SCHOOL**  
New Barwick, York YO3 8  
is required from boys and girls  
aged 11 to 15. The school is a  
mixed comprehensive school  
on a pleasant campus near  
the town. **TEACHERS:** PHYSICAL  
EDUCATION. Students must be able  
to take a wide variety of activities.  
Particular interest in hockey as  
this will be an activity which  
all students will be expected  
to take a second subject for  
a number of periods.

**NORTH YORKSHIRE**  
**QUEEN STREETBURA'S**  
Marriage.  
Independent / Woodard Cor  
Girls / Boarding School:  
**PHYSICAL EDUCATION**  
Required for September  
THREE in above PHYSICA  
LATION / TEACHING during  
and who have a diploma  
cluding National Certificate,  
Swimming, Tennis, Dance,  
etc.  
Excellent facilities with  
diving, swimming and  
School. The pool is raised  
for accommodation and fi  
in term time. In exchange for  
in term time. In exchange for  
appointments and a boarding  
Apply giving curriculum  
names of two referees in li  
master, Queen StreetBura's

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## Cheshire

Application forms (send s.a.o.) unless otherwise stated, are obtainable from the Head of the School concerned to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

### HEADS OF DEPARTMENT

**HEAD OF MATHEMATICS:** See 4  
Winifred Verdin Comprehensives  
High Street, Winsford  
Mixed, 10 Form Entry; age-range 11 to 18; 1,400 pupils including 120 in VI Form. Lower School (Years 1 to 3) on detached site.

Required for Easter or September 1980 to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships. In Mathematics, further Mathematics and Computer Studies. Modern Mathematics to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Mathematics Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### HEAD OF CHEMISTRY: See 3

**Woolston High**  
Hole Lane, Woolston, Warrington WA1 4LS  
11-18 mixed Comprehensive. 1,400 pupils on roll, with Open Sixth Form.

Required for September 1980 an experienced and well qualified teacher, the department offers courses throughout the school and has well supported courses at all levels, including the Sixth Form.

### SCALE 1 POSTS

**Physics**  
**Sandbach High**  
Middlewich Road, Sandbach. Tel: Sandbach 5031  
1,065 boys and girls

This post involves the teaching of Nuffield Combined Science in Years 7 and 8, a Physics course in Years 9 and 10, and a full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers would be welcome. The Science Department is well equipped, with several laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 28th March 1980.

### REMOVAL

**Podgate County High**  
Innsall Road, Podgate, Warrington WA2 0HD  
Tel: Podgate 82632. Group 10

This is a purpose-built S.E. 11 to 18 mixed comprehensive which opened in September 1978. There are currently 470 pupils on roll in Years 7 to 11. Anticipated roll of 720 in September 1980. Required for September 1980 due to the further expansion, to assist with individual literacy and numeracy programmes on a withdrawal basis. Further details and application forms from the Headmaster, to whom they should be returned within 10 days of this advertisement.

### 1. ENGLISH

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In English, further English and Computer Studies. Modern English to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for English Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### 2. PHYSICS

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

2. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In Physics, further Physics and Computer Studies. Modern Physics to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Physics Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### 3. CHEMISTRY

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

3. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In Chemistry, further Chemistry and Computer Studies. Modern Chemistry to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Chemistry Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### 4. BIOLOGY

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

4. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In Biology, further Biology and Computer Studies. Modern Biology to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Biology Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### 5. ARTS

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

5. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In Arts, further Arts and Computer Studies. Modern Arts to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Arts Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### 6. MUSIC

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

6. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In Music, further Music and Computer Studies. Modern Music to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Music Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### 7. PE

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

7. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In PE, further PE and Computer Studies. Modern PE to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for PE Across the Curriculum, Computer Studies and liaison with local industry already promoted.

### 8. DANCE

**Winifred Verdin Comprehensive**  
(For school details see under 'Heads of Department')

8. Required for Easter or September 1980 across the age-range 11 to 18, to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O' and 'A' level, and to Oxfordshire Scholarships. In Dance, further Dance and Computer Studies. Modern Dance to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Dance Across the Curriculum, Computer Studies and liaison with local industry already promoted.

## SECONDARY

### Science continued

#### LIVERPOOL

##### ASSISTANT HEAD 3

##### COMPREHENSIVE SCHOOL

##### (1000)

##### School Lane, Liverpool L20 7UN

##### Required for September 1980

##### to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships. In Science, further Science and Computer Studies. Modern Science to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Science Across the Curriculum, Computer Studies and liaison with local industry already promoted.

##### Apply to the Headmaster, to whom they should be returned within 10 days of this advertisement.

##### Closing date: 24 March.

##### LONDON, S.E.5.

##### MARY DAVENPORT SCHOOL

##### (Voluntary Aided Unitarian)

##### Camden Road, London N1 2DA

##### Required for September 1980

##### to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships. In Science, further Science and Computer Studies. Modern Science to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Science Across the Curriculum, Computer Studies and liaison with local industry already promoted.

##### Apply to the Headmaster, to whom they should be returned within 10 days of this advertisement.

##### Closing date: 24 March.

##### MANCHESTER

##### ORCHARD COMPREHENSIVE

##### (1000)

##### Orchard Road, Manchester M13 9PL

##### Required for September 1980

##### to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships. In Science, further Science and Computer Studies. Modern Science to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Science Across the Curriculum, Computer Studies and liaison with local industry already promoted.

##### Apply to the Headmaster, to whom they should be returned within 10 days of this advertisement.

##### Closing date: 24 March.

##### MANCHESTER

##### STOCKPORT COMPREHENSIVE

##### (1000)

##### Stockport Road, Stockport M12 6LH

##### Required for September 1980

##### to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships. In Science, further Science and Computer Studies. Modern Science to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Science Across the Curriculum, Computer Studies and liaison with local industry already promoted.

##### Apply to the Headmaster, to whom they should be returned within 10 days of this advertisement.

##### Closing date: 24 March.

##### MANCHESTER

##### STOCKPORT COMPREHENSIVE

##### (1000)

##### Stockport Road, Stockport M12 6LH

##### Required for September 1980

##### to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships. In Science, further Science and Computer Studies. Modern Science to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Science Across the Curriculum, Computer Studies and liaison with local industry already promoted.

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##### Stockport Road, Stockport M12 6LH

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##### Closing date: 24 March.

##### MANCHESTER

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##### Required for September 1980

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##### Stockport Road, Stockport M12 6LH

##### Required for September 1980

##### to lead and organise a large, well-equipped and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships. In Science, further Science and Computer Studies. Modern Science to 'O' and 'A' levels, CSE Module 1 and Module 2 syllabuses. Schemes for Science Across the Curriculum, Computer Studies and liaison with local industry already promoted.

##### Apply to the Headmaster, to whom they should be returned within 10 days of this advertisement.

##### Closing date: 24 March.

##### MANCHESTER

##### STOCKPORT COMPREHENSIVE

##### (1000)

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ST. GEORGE'S COLLEGE  
ARGENTINA

## HEADMASTER

This prestigious H.M.C. Coeducational Boarding School invites applications for the post of Headmaster, to commence late July 1980, following the appointment of the present Head to the Headship of a leading European International School.

Founded in 1898 on traditional public school lines, the school offers full 'O' and 'A' level courses at all standard subjects, with qualified contract teachers from the U.K., plus the Argentine Baccalaureate with Argentine graduate teachers. The 220 secondary pupils (13-18) and 110 prep. school (8-12) are mostly bilingual and come mainly from British background.

Exceptional compensation offered, composed of salary above appropriate Burnham level, with large house, food, car and expenses covered, plus free education for the Headmaster's children, 8-18 years. Return fares paid with home leave every two years; and baggage expenses at start and finish of employment.

Application with full curriculum vitae and names and addresses of four referees to the Chairman of Governors, St. George's College, Cañal 2, 1878 Quilmes, Argentina, marking envelope "Search Committee". Closing date for applications 1st April, 1980. Interviews late April.

## GABBITAS-THRING

Applications are invited for the

## HEADSHIP

of a leading co-educational boarding and day school for September, 1980.

The School takes pupils from 11-18 and has a small preparatory department. There are approximately equal numbers of boys and girls, and the School operates a full academic curriculum as well as offering a very wide choice of practical and general subjects. More than half of the pupils stay on into the sixth forms. Throughout emphasis is placed on small teaching groups, and individual attention.

The School is situated in a fine rural setting in the Southern Counties. Salary negotiable in the range £12,000-£14,000. Gracious accommodation provided. For further details and an application form please contact:-

Mr. Peter Aarold,

Advised Post: Department,

Gabbitas-Thring Services Ltd.,

4, 7 & 8 Backville Street, London W1X 2BR.

Tel: 01-734 0151

BISHOP'S STORTFORD COLLEGE

HERTFORDSHIRE

(H.M.C. Independent: Boys boarding and day with some Sixth Form Girls)

Required for September, 1980, a

GRADUATE MATHEMATICIAN  
or SCIENTIST

qualified to teach to Advanced and Scholarship levels. This post could be suitable as a first appointment or could be of particular interest to a more experienced candidate, possibly with industrial experience, who would like to be involved with the Nuffield Science, developing computer work or the expanding department for Technology and Design.

Bishop's Stortford College Salary Scale and Government Superannuation. Possibility of College accommodation.

Apply by letter with curriculum vitae and the names of two referees to The Headmaster, Bishop's Stortford College, Bishop's Stortford, Herts. CM23 2QZ.

## Princethorpe College

Princethorpe, N. Rugby CV23 9RX

Boys Roman Catholic Independent Boarding

and Day School

Total roll—480

80 boys in the Sixth Form

## 'CHEMISTRY'

Required for September suitably qualified graduate to share in the teaching of Chemistry to 'O' and 'A' level and Physics to 'O' level.

This could be a first appointment.

Salary to Burnham. Opportunities for involvement in games coaching.

Applications, with curriculum vitae and the names of two referees, to the Headmaster at the above address.

SPECIAL EDUCATION  
Scale 2 Posts

continued

## WEST SUSSEX

MINIHAM HIGHER SCHOOL, West Sussex, is seeking a qualified teacher to take over the day-to-day running of the school. The school is a day school for 11-18 year olds, with a small number of pupils with special needs. The successful candidate will be responsible for the day-to-day running of the school, including the supervision of the staff and the pupils, and will be expected to maintain high standards of achievement.

For further details and an application form, please contact:-

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## LANGDON PARK COMMUNITY CENTRE

## MANAGER

Salary £8,800-£7,253

This much needed Leisure and Recreation facility developed jointly by the Council and L.E.A. of Langdon Park are raising completion and we now need an enthusiastic Manager to co-ordinate the opening and development of the Centre.

We are looking for a person experienced in sports or community centre management with relevant qualifications to encourage the maximum use of these facilities, during evenings and weekends, involving co-ordination of community interest, public relations, supervising staff, arranging activities, supervision of staff, etc.

The centre situated in Poplar, East London, provides a large Sports Hall and activities and community room, dining facilities and bar.

Phase 2 of the development includes a synthetic all weather playing area.

Application forms from Personnel Services, Town Hall, Poplar Square, London E2, or telephone 01-981 0077 (answering). Please quote reference ER 32. Closing date 26th March.

LONDON BOROUGH OF  
TOWER HAMLETS

## NATIONAL CHILDREN'S HOME

## GLAMORGAN

Headlands, Paget Place, Penarth

An Assisted Community Home with Education on the Premises for 56 boys and girls aged 9 to 16 years.

REQUIRED  
FOR SEPTEMBER 1980

A teacher of basic subjects who could offer P.E. to a small group of girls. Teaching is arranged in small groups and experience or qualification in remedial teaching would be a distinct advantage.

The service is fully recognised and personable under the Teachers' Superannuation Act. Salary is according to the Burnham Scale 1, plus Former Approved School Allowance of £831 p.a.

N.C.H. looks for members of staff who are seeking to express in their job a commitment to Christ's way of life, and who are ready to learn with others what it means to be a Christian in teaching.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TEA), National Children's Home, 55, Highbury Park, London, N5 1UO.

YOUTH AND  
COMMUNITY SERVICE  
Continued

**ASSEX**  
COURTY COURSE  
COMMUNITY TUTOR  
SALARY  
VACANCY exists for teacher qualified in the County of Essex. The successful candidate will be responsible for the development of the County Youth and Community Service.

For further details see our advertisement in the County of Essex. The successful candidate will be responsible for the development of the County Youth and Community Service.

**ISLE OF WIGHT**  
COUNCIL  
YOUTH AND COMMUNITY  
SALARY  
VACANCY exists for teacher qualified in the County of Wight. The successful candidate will be responsible for the development of the County Youth and Community Service.

For further details see our advertisement in the County of Wight. The successful candidate will be responsible for the development of the County Youth and Community Service.

Application forms and further details from: Personnel Services, Town Hall, Poplar Square, London E2, or telephone 01-981 0077 (answering). Please quote reference ER 32. Closing date 26th March.

## LEEDS

CITY COUNCIL

DEPARTMENT OF EDUCATION

COMMUNITY EDUCATION

(re-advertisement)

OVSERVATIONAL EDUCATION

YOUTH WORKER

Salary J.M.C. Range 11-15

Applications are invited from teachers with appropriate qualifications and experience for the post of Youth Worker in the Community Education Department.

The successful candidate will be responsible for the development of the Community Education Department.

Application forms and further details from: Personnel Services, Town Hall, Poplar Square, London E2, or telephone 01-981 0077 (answering). Please quote reference ER 32. Closing date 26th March.

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For further details see our advertisement in the County of Wight. The successful candidate will be responsible for the development of the County Youth and Community Service.

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OVERSEAS  
DEVELOPMENT

KNOW-HOW-vital to developing countries

## Secondary Education - English

## BOTSWANA

To teach English at Secondary level up to Cambridge Overseas Schools Certificate ('O' level); to contribute to the extra curricular activities of the school; to undertake boarding duties. Applicants, up to age 55, should have a Degree with English as a major subject and a post-graduate education certificate. A specialist qualification in teaching English as a second language would be desirable. Graduates in other relevant Arts subjects with appropriate qualifications and experience will also be considered. Certificated non-graduate teachers may also apply. All applicants should have a minimum of 2 years experience of teaching English up to GCE 'O' level standard.

Appointment 30-36 months. Only single candidates or married candidates without children of primary school age will be considered for this particular post. Graduates salary in range £5,871-£9,646 pa which includes an allowance, normally tax free, in range £2,712-£5,180 pa. Non-graduate salary in range £7,574-£5,828 pa which includes an allowance, normally tax free, in range £3,420-£5,232 pa. Terminal gratuity of 25% of basic salary paid to both graduates and non-graduates.

Other benefits include free family passages, children's education allowance and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,800 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting ref. (315J), giving details of age, qualifications and experience to:



Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Eland House,  
Step Place, London SW1E 5DL.

HELPING NATIONS HELP THEMSELVES

## WORCESTER COLLEGE OF HIGHER EDUCATION

In-Service Opportunity for Qualified Teachers

ONE YEAR FULL-TIME  
B.ED HONOURS DEGREE

Specializing in

TEACHING READING or REMEDIAL TEACHING

For further details on the courses, secondment and financial aid, please write to: Admissions Tutor, Desk GG, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ. Telephone No. 0905 422131.

H.M. PRISON, MAIDSTONE  
Education DepartmentAppointment of  
Deputy Education  
Officer

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Deputy Education Officer. The post is to be filled in September 1980 or earlier if possible. Salary: Barnham Further Education Senior Lecturer Scale (£7,092-£9,280).

Application form and further particulars (enclosed S.A.E.) obtainable from the County Education Officer (Ref: T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 31st March, 1980.

KENT COUNTY COUNCIL

Education Service  
County Youth Service  
Youth Worker

For this post in the general service of the Authority, the successful applicant will be appointed to work in the Bedford Boys' Club, which meets in a purpose-built Centre. A small fee may be available.

The post offers excellent experience in a progressive and expanding Youth Service, which offers In-Service Training and regular support. Approved removal expenses, legal and estate agents' fees, plus lodging allowances.

Salary within the JNC Range 3 (points 1-5) £4,680 to £5,282.

Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 6AP. Telephone: 04522 2222, extension 356. Closing date: March 27th, 1980.

Bedfordshire  
COUNTY COUNCILDoncaster Metropolitan  
Institute of Higher  
EducationLecturer Grade II  
in Mining Engineering

Grade II, required in local Mining Engineering to teach Mining Engineering, Technology, and Mining Engineering. The teaching will be mainly in the area of Operational Techniques and a sound theoretical and practical knowledge of Mining Engineering is required.

Applicants should hold a degree or its equivalent in Mining Engineering and have recent experience in coal mining in Great Britain. The post will be mainly in the advanced mining section of the Department and the person appointed will be expected to assist in the administration of the section and in the development of new courses.

Salary: Grade II - £4,500-£5,800.  
Closing date for application is 10 days from the publication of this advertisement.

Full and complete curriculum vitae for application form and curriculum vitae to be sent to: Mr. J. Sedgwick, OMRU, Waterdale, Doncaster DN1 1EX.

GOVERNMENT OF BERMUDA  
MINISTRY OF EDUCATION

Applications are invited from qualified teachers and University graduates to hold a postgraduate teaching qualification for appointment to the post of:

Special Education must have at least one year special education experience in a school or university.

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YOUTH AND  
COMMUNITY SERVICE  
Continued

## TRAFFORD

Applications are invited from teachers with appropriate qualifications and experience for the post of Youth Worker in the Community Education Department.

For further details see our advertisement in the County of Wight. The successful candidate will be responsible for the development of the County Youth and Community Service.

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## CITY OF SHEFFIELD

Careers Service, AUEW House, Furnitave, Sheffield 1

SPECIALIST  
CAREERS OFFICER

AP4-24,644-25,087

A qualified and experienced Careers Officer is required, preferably with a good knowledge of industry and commerce, to work mainly on behalf of unemployed young people. There will be considerable involvement with provision under the Youth Opportunities Programme, including progress monitoring and employer liaison. Will join a team comprising two other careers officers, with five employment assistants and a clerk typist.

Application forms and further details from the Child Education Officer (ref. ST/2/CW) Education Department, Leopold Street, Sheffield S1 1RL, to whom completed applications should be returned by 25th March.

## MINISTRY OF DEFENCE

SERVICE CHILDREN'S  
EDUCATION AUTHORITY

## YOUTH WORKERS

WITH THE  
BRITISH FORCES GERMANY

Applications are invited from suitably qualified and experienced Youth Workers to fill several posts from July onwards. Youth Workers are required to serve at a variety of centres and will be required to concentrate their efforts upon the leisure interests of the young people who live in local quarters area, around existing youth facilities. The engagements will be for three years. Salary will be in accordance with the Joint Negotiating Committee for Youth Workers and Community Centre Workers, i.e. £4,071-£5,184 p.a. plus a London Allowance of £609 p.a.

The appointments will be superannuable under the Teachers' Scheme. Requests for application forms and further information should be made to the Ministry of Defence, CM(S)4(L), Room 323, Lecon House, Theobalds Road, London WC1X 8RY, quoting reference AW/1546.

Closing date 31 March 1980.

ENGLISH LANGUAGE  
TEACHERS  
OVERSEAS

Airwork Limited have immediate vacancies for Teachers in our progressive Technical Training Institute close to the Capital, Muscat, in the Sultanate of Oman.

A T.E.F.L. Certificate is required, gained through a long-term course, or alternatively, several years experience of teaching English as a foreign language including experience of using language laboratory equipment.

Conditions of service include an attractive salary, allowance and bonus, normally tax-free, free accommodation, with a high standard of catering, free medical treatment and personal accident insurance, ten paid home leave days per year with free air passages to and from Muscat.

Please apply in confidence to:

Senior Personnel Manager  
AIRWORK LIMITED  
Southgate House, Airport  
Christchurch, Dorset, BH23 4JG

## GABBITAS-THRING

Ashanti Goldfields Primary School,  
Ghana

## HEADMASTER

The Ashanti Goldfields Corporation invites applications for this post for September 1980. Applicants should be married and preference will be given to candidates whose wives could teach in the School.

The School has 80 children of expatriates and over 200 children of Ghanaian staff. It is situated in the mining town of Obuasi.

Family return fares UK/Ghana are paid annually. Beginning and end of contract baggage allowance is given. Accommodation provided. Attractive salaries.

For further details and an application form please contact: Mr. Peter Aarvold, Advertisements Department, Goldfields-Trust Services Ltd., 6, 7 and 8 Backville Street, London W1X 2BR. Telephone: 91474 6191.

## EDUCATION DEPARTMENT

## CAREERS OFFICER

£4,302-£5,067

FOR THE ASHFORD DIVISION

Applicants should possess the Diploma in Careers Guidance or an equivalent qualification.

Further particulars and application form returnable by March 28, from W. H. Pelly, County Education Officer, Springfield, Maidstone ME14 2LJ.

Phone (0822) 871411, extension 2398  
(reference C/10a).

KENT COUNTY COUNCIL

## Somerset

Applications are invited for:

## AREA EDUCATION OFFICER

Salary: Head Teacher Group 10 £10,251-£11,008 per annum.

To be responsible for schools in the eastern part of the County. Candidates for this senior advisory post should have wide professional experience in the upper secondary/further education field.

TUTOR/ADVISORS FOR  
PRIMARY SCHOOLS

(Two posts)—Salary: Head Teacher Group 7 £8,481-£9,232 per annum.

Applicants should be well qualified teachers with substantial experience in primary English and Mathematics teaching. The successful candidates will each be expected to provide general advisory support for a group of primary schools, but the major responsibility will be to assist County Advisers in developing well-established programmes in language development and mathematics, particularly in-service training.

Application forms and details (S.A.E.) from Staffing (N/T) Section, Education Department, County Hall, Taunton.

Closing date: April 3.

BOTSWANA  
POLYTECHNIC  
PRINCIPAL  
£13,450-£15,450

The Botswana Polytechnic, Gaborone, is present care for 210 full-time and 400 part-time block release students, hitherto mostly in basic Construction, Electrical and Mechanical Trades. It has recently been decided to expand technical level courses at the Polytechnic, initially for CGLI courses 255, 390, 626 and 781 and later for OTD 800/1.

Applications are invited for appointment as Principal, in responsible to the Botswana Ministry of Education for the administration of the Polytechnic and the implementation of its policies. Candidates should be experienced members of a chartered engineering institution and have appropriate industrial, teaching and administrative experience.

Appointment on agreement with the Government of Botswana for 2½-3 years in the first instance. Basic salary Pula 10,176, subject to Botswana income tax, plus 25% gratuity tax-free, plus salary supplement, normally tax-free, paid by HMQ to UK citizens, £3,412 married, £6,408 single. Three passages, educational allowances, holiday visit passages for children and other fringe benefits.

Please write for further information to Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), Deane House, 17/19 Deane Street, London SW1H 0JL. Closing date for receipt of applications 30 April 1980.

Tetoc

HM Inspectors of Schools  
Home Economics Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspector of Schools in England. HMI provide a service of advice and normally carry a general as well as a specialist assignment. Their work involves inspecting educational institutions but also includes consulting with local education authorities and contributing to the in-service training of teachers and others in the education service through the DES short course programme. Vacancies arise for inspectors who will have a major commitment to Home Economics, mainly in schools. Applicants must have good specialist qualifications, including teaching experience and a knowledge of and interest in all aspects of the subject and its contributions to the curriculum as a whole. Starting salary within the range £10,350-£15,000 (plus London). Higher posts are filled by promotion.

Application forms (to be returned by 11 April) and further information may be obtained by writing to Miss R.C. Taylor, Department of Education and Science, Education House, 33 York Road, London SE1 7PH, telephone 01-922 extension 2237 or 2400. Please quote 2/89 E.

Department of Education and Science

ASSISTANT  
EDUCATION  
OFFICER

PO1 (1) £6,654-£7,326 per annum including London weighting.

(Comparability Award pending)

Applicants should be good Honours Graduates with a Postgraduate Certificate in Education and successful teaching experience.

Fringe benefits may include 75% removal expense, legal fees involved in house purchase to maximum of £200, or lodging allowance. Car allowance payable.

Application forms and further particulars available from the Personnel Officer, Civil Centre, Uxbridge, Middlesex UB8 3UW. Telephone Uxbridge 6561. Quoting reference 2/24. Closing date: 28 March 1980.

ILLINGDON

London Borough of  
Barking and Dagenham

EDUCATION DEPARTMENT

## CAREERS OFFICER

Applications are invited for the post of Careers Officer with a lively and dedicated team working in a Borough where experimentation and initiative are encouraged.

Salary AP2/4, £3,078-£5,457 inclusive, not less than £4,470 for applicants holding relevant qualifications. AP4 grade, minimum £5,024, for an applicant with appropriate experience who is interested in Employer Liaison as a part-time appointment.

Applicants should preferably have the Diploma in Careers Guidance, or be students about to complete an appropriate course of training, or should have similar professional qualifications, with relevant experience in teaching or industry.

Application forms and details from the Chief Education Officer, Town Hall, Barking, Essex, E11 7LH. Please enclose photocopy s.a.e.

Closing date: 28th March, 1980.

JORDANHILL COLLEGE  
OF EDUCATION

The Scottish Social Education Project, based in Jordanhill College of Education, Glasgow, advertises the post of

RESEARCH  
OFFICER

The appointment will be for the period from May 1, 1980 (negotiable) to March 31, 1983. Starting salary will be in the range £4,104 to £107 (approximately) to £4,939.

Further details can be obtained from the SSEP, Room 565, Jordanhill College of Education, Glasgow G13 9PP. Telephone 041-559 1282, extension 201, to whom applications should be sent together with the names and addresses of two referees by April 4.

## CZECHOSLOVAKIA

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